



TEWIDE PLANNING

**REPORT OF THE
STATE OF MARYLAND
ADVISORY COUNCIL
FOR
HIGHER EDUCATION**



To His Excellency, THE GOVERNOR
AND THE GENERAL ASSEMBLY OF THE STATE OF MARYLAND

BALTIMORE, JANUARY, 1968

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FOURTH ANNUAL REPORT
OF THE
STATE OF MARYLAND

ADVISORY COUNCIL FOR HIGHER EDUCATION

STATEWIDE PLANNING:
DEVELOPMENT OF THE MASTER PLAN

PRESENTED TO
HIS EXCELLENCY, THE GOVERNOR

AND

THE GENERAL ASSEMBLY OF THE
STATE OF MARYLAND

January, 1968
Baltimore



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STATE OF MARYLAND
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THE HONORABLE SPIRO T. AGNEW
Governor, State of Maryland
Annapolis, Maryland

Your Excellency:

In accordance with the provision of the laws of Maryland the Advisory Council for Higher Education has the honor to present to you herewith the Fourth Annual Report of its activities. Included in this document are the Council's recommendations with respect to the matters it has considered and a report of the nature, progress and results of studies it has undertaken.

During the past year the Council has given every priority to the development of a Master Plan for Higher Education in Maryland. The Council presented its document entitled Working Papers for a Master Plan for Higher Education in Maryland to its committees and interested citizens and officials of the State for their consideration and suggestions. In light of these suggestions and further Council deliberations, revisions of the Working Papers are planned.

After a third year of studying the public Community College it is still the unanimous feeling of the Council that one of the most important actions that can be taken by the Executive Branch and General Assembly to strengthen the tri-partite system of higher education in Maryland is the creation of boards for community colleges at the State and local level separate and distinct from the boards responsible for the public school system.

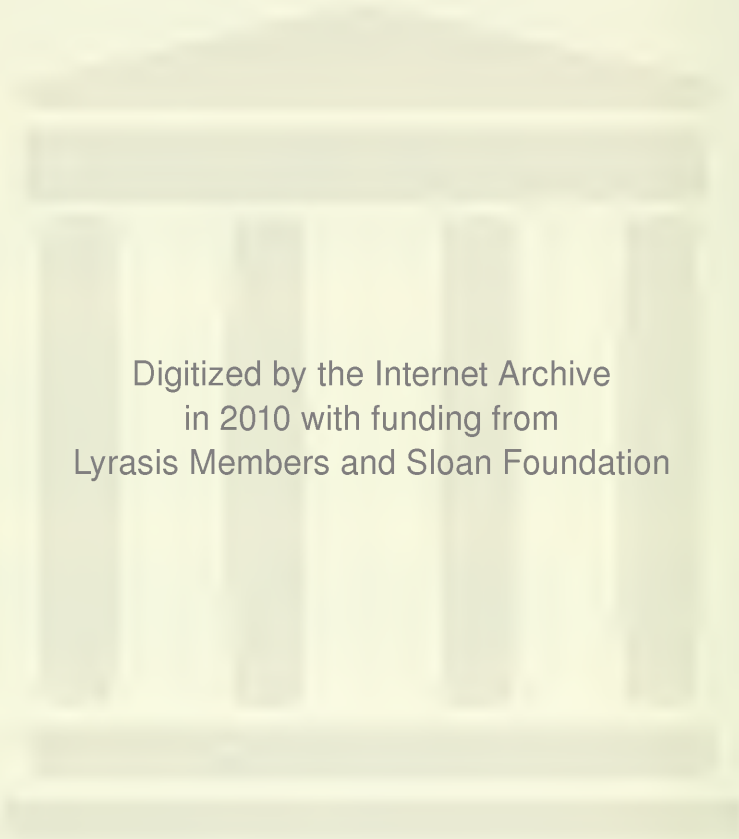
Other major Council activities include study in the areas of library cooperation, medical manpower and training needs, and long-range higher education institutional planning. In addition, the Council has at the request of the Executive and Legislative Branches, engaged in a number of other studies.

The Council notes with regret the resignation of Henry J. Knott and expresses appreciation for his contribution to its work.

In serving you, the General Assembly, and the citizens of Maryland, the Advisory Council remains dedicated to the task of planning for and coordinating the orderly development of higher education in the State.

Respectfully,

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CHAPTER I

INTRODUCTION

Change characterizes contemporary higher education in Maryland. Yet if this change, which is occurring at an accelerating rate, is to amount to an increase in quality then it must be the result of thorough planning and effective use of the State's resources. The State of Maryland has long recognized the need for the planned development and expansion of higher education. Since 1921 a number of outstanding ad hoc commissions have been appointed to study the changing needs of higher education. In 1964 through legislative enactment, the present Advisory Council for Higher Education was created and charged with responsibilities for the preparation of programs for the orderly growth and overall development of the State's system of public higher education and study and advice regarding the Statewide coordination of the activities of the public institutions of higher learning, academically, administratively and fiscally.

COUNCIL ORGANIZATION

On July 1, 1964 the initial membership of the present Advisory Council was appointed. The Council, by law, consists of nine lay members, each of whom is appointed by the Governor with the advice and consent of the Senate for a six year term. During the past three years the professional staff has been increased, from one Director, to include an Assistant Director and one Specialist in each of the following areas: Finance, Programs, Institutional Facilities, Information. This growth was necessitated by the ever increasing need for coordination, cooperative planning, and requests for studies and information by various segments of higher education, the General Assembly, the Governor and Executive Branch, and the public. In addition to its professional staff the Council draws upon valuable human resources in the expertise of over 100 hundred outstanding professional and lay people through its committee structure.

COUNCIL ACTIVITIES

During the past year the Council, at the request of the Senate, has given priority to the development of a Master Plan for Higher Education in Maryland and released its document Working Papers for a Master Plan for Higher Education in Maryland. In addition, the Council completed a major study of the possibilities for library coordination among all institutions of higher education in the State. A study of health manpower in Maryland with projections to 1980 is presently being completed and will result in Council recommendations early in 1968.

The Council has drawn upon the services of experts in the area of computerized models and is developing models for projecting enrollment demand and analyzing the effect of changes in faculty salaries and other factors related to faculty development. During the past year the Council has initiated a comprehensive study of long-range institutional planning involving institutional representatives whose cooperative planning will greatly affect the future of higher education in Maryland. Other Council activities include preliminary planning for a comprehensive higher education information retrieval system and publication of higher education information.

In order to most accurately take into account the needs and points of view of various segments of higher education in Maryland, the Council in its study and deliberations of issues, met and cooperatively discussed proposals with the State Department of Education, the Board of Trustees of the State Colleges, the presidents of the State's community colleges, representatives of the Board of Regents of the University of Maryland, and presidents of independent colleges. During the year the Council held a number of its regular monthly meetings on community college campuses.

Annually the Council submits to the Governor and the General Assembly a report of its activities, research studies, recommendations and further plans regarding public higher education. The magnitude of individual studies does not permit that they be presented in their entirety in this Report. Comprehensive reports on many of the studies referred to in this Annual Report have been and will be available for limited distribution or reference at the Council offices.

CHAPTER II

RECOMMENDATIONS

Recommendations of the Council for the orderly growth and overall development of quality higher education are contained in the Working Papers for A Master Plan for Higher Education in Maryland which are now in the process of being refined on the basis of suggestions presented to the Council. The Council believes that a number of recommendations, some of which are in the Master Plan, require the immediate attention of the legislature. They are as follows:

COMMUNITY COLLEGE – STRUCTURE

The community colleges should be governed by local boards of trustees whose sole responsibility is the community colleges serving the county or region which the board represents.

A state board for community colleges separate from the state board of education should be created whose sole responsibility is for these colleges. The responsibilities of the board are delineated on pages 7-15, and 7-16 of the council's 1967 annual report.

The Council considers the above recommendations essential to the full realization of a tri-partite system of higher education. Basically, community colleges as institutions of higher education should be under the jurisdiction of boards of higher education, not boards of elementary-secondary education serving in a dual capacity.

Recent Developments and New Information
Make it Even More Imperative That Separate Boards
be Created for Maryland's Community Colleges

The 1966 and 1967 Annual Reports of the Advisory Council go into considerable detail with regard to the "pros" and "cons" for separate boards for community colleges and refer to the support for such change by knowledgeable groups and individuals both within the State and at the national level. Since the Council's last Report, however, a number of events have occurred, four of which are highly pertinent to the resolution of this issue.

1. Community College personnel seek separate boards. Through a poll of its membership, the Maryland Association of Junior Colleges re-affirmed even more positively the stand taken by them a year ago that community colleges should have separate boards of trustees. both at the State and the local level. Eighty-Three percent (83%) of the respondents favored a separate board at the State level and Sixty-Three percent (63%) favored mandatory separation at the local level. The Association's news release of March 16, 1967, states: "The Maryland Association of Junior Colleges conducted this poll with the thought that those who work most closely in the field could best judge whether the present methods of operation are functioning efficiently. An overwhelming majority of those responding feel that the time has come for the community colleges to receive the undivided attention of boards of their own. Furthermore, many faculty members are anxious to make clear that no professional organization other than the Maryland Association of Junior Colleges is speaking for them on this matter." (underscoring added)

2. The regional accrediting agency has expressed concern over the lagging development of community colleges in Maryland. In an unsolicited letter addressed to the Advisory Council on May 5, 1967, the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools says: "The Commission therefore wonders whether planning and leadership in the State looking toward the development of quality higher education in the community colleges are indeed compatible with the needs." The Commission raises a number of questions, two of which are:

"Is the dual responsibility having a single board serve as a county board of education and as a community college board of trustees detrimental to the development of the community colleges?"

"Does the State Department of Education, perhaps through the county superintendents of schools, exercise dominance rather than leadership?"

The Middle States Association says: "The only interest of the Commission in raising these questions is to promote the more rapid and complete development of community colleges in Maryland, which from our point of view appears to be lagging behind the development in other states."

3. Maryland continues to have an exceedingly high turnover of community college presidents. Eleven community college presidents have resigned within the past five years and some community colleges have had as many as three different presidents during the past few years. Not one of those presidents leaving Maryland has taken a position in a state in which the community colleges are under public school boards serving in a dual capacity.

4. The Legislative Council of the General Assembly recommends mandatory separation of the community college board at the State level and optional separation at the local level. During the 1966 General Assembly, the House approved a bill to accomplish separation by a vote of 85 to 17, but the Senate Finance Committee referred the bill to the Advisory Council for further study. During the 1967 General Assembly, the Senate approved a bill for separation by a vote of 30 to 10, but the House Ways and Means Committee re-

ferred the matter to the Legislative Council of the General Assembly for further study. The Legislative Council in its Report to the General Assembly of 1968 prepared a bill to accomplish mandatory separation at the State level and optional separation at the local level. While optional separation at the local level is a step in the right direction, the Advisory Council believes that separate local and State boards are in the best interest of the community colleges.

Benefits to be Derived from Separate Boards

Full recognition of the community colleges as institutions of higher education.

More effective development of the partnership between the community colleges and other segments of higher education.

Greater State level attention to community colleges.

Greater improvements in the quality and extent of community college programs.

A special perspective for the unique functions of the community colleges articulated with but distinct from either a continuation of high school functions or a duplication of senior college and university functions.

Greater recognition of community college presidents as the educational leaders of the community college segment of higher education.

Greater efficiency through more effective planning and development by a board not overburdened with both public school and community college issues.

COMMUNITY COLLEGE – SUPPORT

The state support of community colleges should be increased in order to enable these institutions to improve the quality of their offerings and expand their technical and occupational programs. A formula which takes into account actual operating expenses and the local ability to pay should be developed for this purpose. For the present, the state's share should be fifty percent of the total operating cost up to a maximum of \$20 per full-time equivalent student per week, not in any case to exceed \$300 per full-time equivalent student per term.

The effect of this recommendation would be to recognize the increased cost of community college education and to commit the State to payment of a larger share of that cost. Under the present ratio of support, the local unit or region pay \$150 per student per term. Under the proposed recommendation, the local unit or region would still pay \$150 per student per term. The State, on the other hand, which now pays up to \$150 for a term would pay up to \$300 for the term. This appropriation on a per student basis would still be much less than comparable appropriations for students in the State Colleges or the University.

State support of community college construction should be 75% of the total approved cost.

At the present time, community colleges within a single county receive as little as 50% of the approved construction costs from the State, while regional community colleges receive 75% of the approved construction costs from the State. This recommendation will provide a consistency of support that does not now exist.

ST. MARY'S COLLEGE AS PART OF THE STATE COLLEGE SYSTEM

St. Mary's College should come under the jurisdiction of the Board of Trustees of the state colleges as of July 1, 1968.

St. Mary's College which was formerly a two-year institution is now on its way toward becoming a full liberal arts four-year institution. St. Mary's College presently has its own Board of Trustees. Maryland law provides that the Board of Trustees of the State Colleges shall exercise direction and control of those state colleges in existence at the time the statute was enacted and "any other State College offering a four-year course of study that may hereafter be established." Although St. Mary's College is not a newly established institution, its role is now that of a four-year State college and should be included in that system under the jurisdiction of the Board of Trustees of the State Colleges.

FACULTY AND ADMINISTRATIVE SALARIES

By 1971, faculty salaries in the state colleges and the University of Maryland should be raised to a level of the 75th percentile for comparable institutions of the nation as a whole. Administrative salaries should be raised to a similar competitive level to enable Maryland to secure the competent administrative leadership which the tri-partite system requires.

The state should provide specific funds to enable local units to recruit and retain top level community college presidents. For the present, the state should contribute up to \$15,000 for each community college president's salary using a ratio of 2/3 of the total salary as a basis for state support.

It is important for the recruitment of high quality personnel that the position of the State in terms of its commitment to a policy of support of salaries at a high level be known. Specific recommendations based on an in-depth study are contained in the 1967 Annual Report, together with a time table and estimated cost of implementation.

STUDENT FINANCIAL ASSISTANCE

The financial needs of individual students should be met by a combination of a number of different resources including scholarships, loans, part-time employment, parental contributions, etc., rather than from any single source. A unified program of general scholarships should be established to replace the fragmented general state tuition scholarships, teacher education scholarships, and senatorial scholarships as detailed on pages 8-14 to 8-17 of the council's 1967 annual report.

The student loan program should be revised to include "forgiveness" provisions which in effect offer scholarship features for those students who upon graduation enter important fields of endeavor as the legislature shall determine to be in critical need of personnel, such as teaching.

A single board should be established to administer all forms of student financial assistance.

The rationale for changes in the student financial assistance program and specific recommendations for implementing these changes are contained in Chapter VIII of the Council's 1967 Annual Report. Among the principles noted in that Report are:

1. Student financial assistance should not be viewed merely as a cost to the State; rather, it is an investment in the future welfare of the State and its people.
2. No student should be denied the opportunity for post-secondary education because of cost alone.
3. The overall size of a financial assistance program should be determined by the overall size of the needs to be met.

There is no single best form of student financial assistance. A student's needs can be met through scholarships, loans, and part-time employment, in addition to support from other sources. A single board will be in the best position to evaluate all the factors, and provide the student with the most comprehensive combination of the kinds of available support.

The Council's proposals for a "package" approach to student financial assistance includes retention of the scholarship plan with recommendations for change to provide a unified program. The Council feels that the scholarships provide an incentive for students to strive for excellence while in high school in order to be eligible to earn a scholarship.

Resorting solely to a loan program will not presently satisfy the financial assistance needs of Maryland. Rather, a "package" approach including a program of unified scholarships and loans with the forgiveness features proposed by the Advisory Council will provide the types of assistance that will aid greater numbers of students.

FREE TUITION FOR TEACHER EDUCATION STUDENTS

The free tuition for teacher education students who pledge to teach in Maryland's schools should be continued until alternate proposals can be considered.

Any proposals for change should improve the supply of teachers for Maryland rather than increase the already serious deficit in the number of teachers now being prepared by Maryland's public institutions of higher education. The Council feels that it should be given the opportunity to study the impact of the elimination of "free tuition" for teacher education students in accordance with its statutory responsibility to provide this kind of advice to the Governor and the Legislature. Precipitous action on this matter might cause irreparable harm in the supply of teachers in our State.

LABORATORY SCHOOLS IN MARYLAND STATE COLLEGES

The "laboratory schools" in the state colleges should not be eliminated without previous study and recommendation by the advisory council and the board of the institutions concerned.

The Council does not necessarily take the position that the laboratory schools should be retained, but it does feel that the Council should be given the opportunity to evaluate the need for such a program as part of the Master Plan which the Legislature directed the Council to prepare.

The membership of the advisory council for higher education should consist of thirteen members, nine of whom are appointed by the governor solely by reason of their demonstrated interest and understanding of the broad range of higher education and one member from each of the boards of the university and the state colleges, the state board for community colleges, and a representative from private higher education.

All proposals within the scope of the council's statutory responsibilities which are transmitted from any segment of the higher educational system to other governmental agencies shall at the same time be presented to the advisory council for such recommendations as may be appropriate.

The Sub-Committee on Education, Health and Welfare of the Commission for the Modernization of the Executive Branch of the Maryland Government in its 1967 Report noted that:

"With the establishment of the Advisory Council on Higher Education, the goal of full coordination has not been reached. . . . As previously noted, there is a good deal of informal communication among educational officials in Maryland. However, this arrangement depends far too much upon the personal working relationships of responsible officials. Even while such relationships may presently be harmonious, the future of the State demands that they not be substitutes for an efficient more functional structure and formal channels of coordination."

That Committee further stated:

"That the Advisory Council could be strengthened in two ways while still avoiding the inadvisable creation of a super board. First, all proposals transmitted from any segment of the higher educational system to other governmental agencies should be presented first to the Advisory Council for an affirmative or negative recommendation. This is the procedure followed in 36 of the 39 states which have such coordinating councils or similar agencies. Second, the three higher education boards should have representation on the Council, enlarging its membership while still retaining the present concept of an 'independent' advisory unit."

The Council believes that the Legislature which created the Council will want to take into account the recommendations of this sub-committee of the Commission for the Modernization of the Executive Branch of the Maryland Government.

To the extent that space is available within a Maryland public institution of higher learning, applicants from neighboring states should be admitted on the same basis as Maryland residents with regard to admission standards. Financial arrangements should be explored with neighboring states for adjustments in the difference between in-state and out-of-state tuition. It should be the prerogative of each state to determine the number of students it will support in this matter.

If a Maryland public institution of higher learning is not able to admit students from a neighboring state on the same basis as it admits Maryland residents, the neighboring-state students should be given a priority over students from other states – all other factors being equal. The percentage of out-of-state students should not exceed a maximum of 20% of the undergraduate enrollment in any Maryland state institution of higher learning.

There are a number of students in Maryland, Pennsylvania, Virginia, West Virginia, New Jersey, Delaware, and the District of Columbia who live closer to public higher education institutions in the adjacent states than they do to institutions in their own state. In some cases, specialized programs not available within reasonable distance within their own state are available in adjacent states. A reciprocal arrangement for providing higher education opportunities between adjacent states would substantially benefit Maryland students and the students in the other states. The precedent for this kind of reciprocal arrangement already exists among the states which are members of the Southern Regional Education Board. The question of inter-state reciprocity has been previously studied by the Advisory Council and its findings have been reported in its 1966 and 1967 Annual Reports.

Because of the concern for reciprocity arrangements within the Appalachian Region it seems appropriate at this time that the initial steps be taken to implement such a policy. Chapter V of this Report contains pertinent information on the post-high school plans of Maryland seniors which have a bearing on this issue.

In addition to participating in reciprocity arrangements with neighboring states, the institutions should seek to attract qualified students from other states and other countries, because such students enrich the entire educational program by bringing to the campuses persons with widely varying backgrounds and perspectives.

CHAPTER III

DEVELOPMENT OF A MASTER PLAN FOR HIGHER EDUCATION

One of the initial charges made to the Advisory Council at the time it was organized was to develop a Master Plan for Higher Education in the State of Maryland. This responsibility was further mandated in a Senate Joint Resolution of the 1967 Maryland General Assembly which requested the Advisory Council for Higher Education "to give every priority to expedite the achievement of a master plan for higher education." After three years of studying the educational situation in the State through the Council's committees and collecting and analyzing relevant data and other information, the Council produced, in December, 1967, a set of Working Papers for a Master Plan for Higher Education in Maryland.

PUBLICATION OF WORKING PAPERS

Although the set of Working Papers is now a public document, it is not intended that it should ossify the Master Plan, which must remain a living document subject to constant up-dating and revision as new information becomes available to the Council and new developments in higher education in the nation and throughout the world affect the situation in Maryland. In addition to defining the underlying principles and goals of higher education, the Working Papers address themselves to structure, governance, coordination, role and scope of institutions, programs, finance, facilities, faculties and students.

The Working Papers are the culmination of the reports and recommendations which were the products of the research carried out by the Council and its committees since the establishment of the Council. Contributing studies include, among others, those on role and scope of the institutions, program planning, faculty and administrative salaries, governance of institutions of higher education, the support of the institutions and the Post-High School Plans of Seniors Survey. This work of the Council and its committees provided a basis for assessing and projecting the needs of higher education in the State. A second level of planning takes place in the institutions themselves which inform the Council of their plans and aspirations for the future. The matching of the needs of the State with the plans of the institutions to make sure that every need will be satisfied and that no area is over-served is a major responsibility of the master-planners. The follow-up task is to work with existing institutions encouraging them to expand their programs and facilities to accommodate unfulfilled needs and to begin the planning of new institutions if this appears to be the more effective method. The ultimate goal of planning is to provide the State and its citizens with the quality and quantity of higher education they require.

In order to have the advantage of the thinking and expertise of as many concerned parties as possible, the Council distributed the Working Papers to all committee members, members of the General Assembly, State officials, professional groups and other interested citizens and invited them to present their reactions and appraisals. The Council will refine the Working Papers incorporating into them the constructive suggestions that were made.

The initial formulation of a Master Plan has made evident the need for a mechanism to carry out coordination and planning of higher education on a Statewide basis. In their present form the Working Papers suggest several ways in which planning and coordination can be carried out with respect to programs and facilities. Creating acceptable means for dealing with broader based issues will be an important consideration of the Council in subsequent revisions of the Master Plan.

CHAPTER IV

STATISTICAL EVIDENCE

The Annual Report of the Advisory Council for Higher Education, which contains basic data on enrollments and expenditures in higher education, places frequently needed and requested data at the fingertips of many persons.

This year as a result of the Council's coordinating the U.S. Office of Education's Higher Education General Information Survey, the data reported in this section of the Annual Report have been expanded so as to include enrollments in graduate programs in Maryland's public and private institutions. The 1966 data contained in this report were based on reports on file at the Maryland State Department of Education.

FULL-TIME UNDERGRADUATE ENROLLMENTS IN STATE APPROVED MARYLAND COLLEGES & UNIVERSITIES

The full-time undergraduate enrollments in State approved colleges and universities, by type and location, with percent change over the fall of 1966, are listed in Table 4-A. This year, as in 1965 and 1966, the greatest increase was in the public two-year colleges where enrollments grew from 10,082 in 1966 to 11,952 in 1967. This gain of 1,870 students, represents an increase of 18.5%.

The State's public four-year institutions, whose 1966 full-time undergraduate enrollment was 35,256, increased by 1,923 students, to 37,179 in 1967. This was an increase of 5.5%.

Full-time undergraduate enrollments in private four-year and two-year institutions decreased in 1967. In private four-year colleges, full-time undergraduate enrollments dropped 590 students (4.0%) from 14,734 in 1966 to 14,144 in 1967. In private two year colleges, full-time undergraduate enrollments that totaled 695 in the fall of 1966, decreased by 96 students (13.8%) to 599 in the fall of 1967.

The total 1967 full-time undergraduate enrollment of 63,874 is a 5.6% increase over the 1966 enrollment of 60,498.

ENROLLMENTS IN TYPES OF MARYLAND INSTITUTIONS

The undergraduate enrollment in Maryland institutions by type and control is given in Table 4-B. When compared with the fall of 1966, the 1967 ratio of public to private full-time undergraduate enrollments shifted 2.1% toward the public sector. The 1967 ratio is 76.9% public to

23.1% private. However, in part-time undergraduate enrollments, there has been an 11% shift towards the public sector, over the fall of 1966. The ratio for this fall is, 68.6% public to 31.4% private.

FULL-TIME FRESHMAN IN MARYLAND COLLEGES

Table 4-C shows that the total freshman enrollment of 25,153 is a 1.1% increase over the fall of 1966. This year, 32.9% of the full-time freshman enrollment is in public two-year colleges, 32.5% in the University of Maryland, and 19.1% in the State colleges, for a total of 84.5% in public institutions. The private colleges have 15.5% of the full-time freshman enrollment with 14.4% in the four-year colleges and 1.1% in the two-year colleges. The percent of total freshman enrollment in private institutions decreased 5.5% over last year.

The University of Maryland increased 17.1% in actual number of full-time freshman, while the State colleges decreased 2.9%. The full-time freshman enrollment in private institutions decreased 28.8% in two-year colleges and 21.6% in four-year colleges.

GRADUATE ENROLLMENT

Table 4-D shows the full-time, part-time, and total enrollments for graduate programs in public and private institutions in Maryland. Public institutions account for 62.4% of the total graduate enrollments with 37.6% in the private institutions.

Full-time students account for 69.2% of the total graduate enrollments in the State. This percent varies little between public and private institutions.

TOTAL ENROLLMENTS IN MARYLAND INSTITUTIONS

The total enrollment in fall 1967-undergraduate, graduate, public, private, full-time, part-time, and extension - has increased 11.4% over fall 1966 (Table 4-E). This increase compares to an 8.2% increase for the United States as a whole.

FINANCING HIGHER EDUCATION

Table 4-F shows appropriations from Maryland general and special funds and Federal funds for operating purposes of higher education institutions and boards for fiscal 1968. The general fund appropriations for higher education increased 15.4% over fiscal 1967 while the total funds (including special and Federal funds) increased 14.7%. The corresponding increase for 1967 over 1966 are 23.3% and 22.6%. The total amount of money for higher education in the 1968 general fund was 22% of the State educational budget for operating purposes as compared with 26.6% for fiscal 1967.

Although the amount appropriated, for 1968 fiscal year from the general fund to higher education is larger than the previous year's appropriation, the amount and percent of increase is less in 1968 than it was in 1967. Also higher education's share of the State's total education budget from the general fund was less in 1968 than it was in 1967.

(TABLES BEGIN ON NEXT PAGE)

TABLE 4-A

FULL-TIME UNDERGRADUATE ENROLLMENT AT STATE APPROVED MARYLAND COLLEGES AND UNIVERSITIES BY TYPE, LOCATION, AND PERCENTAGE INCREASE -- FALL 1967

Local Unit	Name of Institution	Fall 1966	FULL-TIME UNDERGRADUATE ENROLLMENT FALL 1967										
			TWO-YEAR				FOUR-YEAR						
			PUBLIC		PRIVATE		PUBLIC		PRIVATE				
			Number	Percent Change	Number	Percent Change	Number	Percent Change	Number	Percent Change			
TOTAL (Fall 1967 - 63, 874)			60,498*										
Allegany County	Allegany Community College	427	353	-17.3									
	Frostburg State	1,667					1,739	4.3					
Anne Arundel County	Anne Arundel Community College	410	658	60.5									
	St. John's College	333								301	-10.0		
Baltimore City	Baltimore College of Commerce	332								269	-19.0		
	Baltimore Hebrew College	38								48	26.3		
	College of Notre Dame	794								789	-0.6		
	Community College of Baltimore	2,126	2,186	2.8									
	Coppin State College	590						563	-4.6				
	Eastern College	265								202	-23.8		
	Johns Hopkins University	1,786								1,810	2.4		
	Loyola College	1,057								1008	-4.6		
	Maryland Institute	692								773	11.7		
	Morgan State College	3,261						3,434	5.3				

TABLE 4-A (Cont.)

FULL-TIME UNDERGRADUATE ENROLLMENT AT STATE APPROVED MARYLAND COLLEGES AND
UNIVERSITIES BY TYPE, LOCATION, AND PERCENTAGE INCREASE -- FALL 1967

Local Unit	Name of Institution	Fall 1966	FULL-TIME UNDERGRADUATE ENROLLMENT FALL 1967							
			TWO-YEAR				FOUR-YEAR			
			PUBLIC		PRIVATE		PUBLIC		PRIVATE	
			Number	Percent Change	Number	Percent Change	Number	Percent Change	Number	Percent Change
Baltimore City (Cont.)	Mount Saint Agnes College	384						396	3.1	
	Ner Israel Rabbinical College	209						221	5.7	
	Peabody Institute	271						289	6.6	
	St. Mary's Seminary and University	216*						207	-4.2	
	University of Baltimore	2,700						2,548	-5.6	
	University of Maryland Baltimore City	432*				670	55.1			
	Catonsville Community College	1,035	1,155	11.6						
Baltimore County	Essex Community College	488	623	27.7						
	Goucher College	960						986	2.7	
	Mt. Providence Junior College	51			53	3.9				
	St. Charles College	271			208	23.2				
	St. Peter's College	43			26	-39.5				
	Towson State College	3,752					4,265	13.7		
	Trinitarian College	22			17	-22.7				

TABLE 4-A (Cont.)

FULL-TIME UNDERGRADUATE ENROLLMENT AT STATE APPROVED MARYLAND COLLEGES AND
UNIVERSITIES BY TYPE, LOCATION, AND PERCENTAGE INCREASE -- FALL 1967

Local Unit	Name of Institution	Fall 1966	FULL-TIME UNDERGRADUATE ENROLLMENT FALL 1967					
			TWO-YEAR			FOUR-YEAR		
			PUBLIC		PRIVATE	PUBLIC		PRIVATE
			Number	Percent Change	Number	Number	Percent Change	Percent Change
Baltimore County (Cont.)	University of Maryland, Baltimore County	677				1,352	99.7	
	Villa Julie College	241			204			
Carroll County	Western Maryland College	799						2.6
Charles County	Charles County Community College	158	170	7.6				
Frederick County	Frederick Community College	199	237	19.1				
	Hood College	753						-0.9
	St. Joseph College	643						-1.1
	Mt. St. Mary's College	849						0.4
Harford County	Harford Junior College	677	711	5.0				
Kent County	Washington College	624						-2.2
	Columbia Union College	776						-18.4
Montgomery County	Montgomery Junior College, Takoma Park	957*	856	-10.6				
	Montgomery Junior College, Rockville	1,548*	1,943	25.5				
	Xaverian College	67			91			35.8

TABLE 4-A (Cont.)

FULL-TIME UNDERGRADUATE ENROLLMENT AT STATE APPROVED MARYLAND COLLEGES AND UNIVERSITIES BY TYPE, LOCATION, AND PERCENTAGE INCREASE -- FALL 1967

Local Unit	Name of Institution	Fall 1966	FULL-TIME UNDERGRADUATE ENROLLMENT FALL 1967							
			TWO-YEAR				FOUR-YEAR			
			PUBLIC		PRIVATE		PUBLIC		PRIVATE	
			Number	Percent Change	Number	Percent Change	Number	Percent Change	Number	Percent Change
Prince George's County	Bowie State College	499					599	20.0		
	Prince George's Community College	1,496	2,288	52.9						
	University of Maryland, College Park	22,731*					22,879	0.6		
Queen Anne's County	Chesapeake College		134							
St. Mary's County	St. Mary's College of Maryland	323					355	9.9		
Somerset County	Maryland State College	697					646	-7.3		
Washington County	Hagerstown Junior College	561	638	13.7						
Wicomico	Salisbury State	629					677	7.6		

SOURCE: 1966 Data Based on Reports on File at Maryland State Department of Education.

1967 Data Based on Higher Education General Information Survey (HEGIS) Reports on File at Maryland Advisory Council for Higher Education.

*Enrollment figure is based upon institutional revision of figures reported in the 1967 Annual Report.

TABLE 4-B

NUMBER AND PERCENT OF UNDERGRADUATE STUDENTS
ENROLLED IN STATE APPROVED MARYLAND COLLEGES AND
UNIVERSITIES - FALL 1967 BY TYPE AND CONTROL OF INSTITUTION

	NUMBER OF STUDENTS			% OF TOTAL	
	Total	Public	Private	Public	Private
Total Undergraduates	97, 146	71, 956	25, 190	74.1	25.9
Total Full-Time Undergraduate	63, 874	49, 131	14, 743	76.9	23.1
Total Part-Time Undergraduate	33, 272	22, 825	10, 447	68.6	31.4
TWO-YEAR COLLEGES					
Full-Time Students	12, 551	11, 952	599	95.2	4.8
Part-Time Students	8, 972	8, 805	167	98.2	1.8
FOUR-YEAR COLLEGES					
Full-Time Students	51, 323	37, 179	14, 144	72.4	27.6
Part-Time Students	24, 300	14, 020	10, 280	57.7	42.3
State Colleges *					
Full-Time Students	12, 278	12, 278	-	-	-
Part-Time Students	1, 164	1, 164	-	-	-
University of Maryland (Including all Branches)					
Full-Time Students	24, 901	24, 901	-	-	-
Part-Time Students	11, 427	11, 427	-	-	-

*Includes St. Mary's College of Maryland and Maryland State College.

SOURCE: Based on Higher Education General Information Survey (HEGIS)
Reports on File at Maryland Advisory Council for Higher
Education.

TABLE 4-C

FULL-TIME FRESHMAN ENROLLMENTS AT
STATE APPROVED MARYLAND COLLEGES AND UNIVERSITIES
BY TYPE - FALL 1967 WITH PERCENT CHANGE OVER FALL 1966

	Full-Time Freshman Enrollment			Percent of Fall Full-Time Freshman Enrollment	
	Fall 1966	Fall 1967	Percent Change	1966	1967
TOTAL	24,390	25,153	1.1	100%	100%
<u>PUBLIC</u>					
Two-Year Colleges	7,451	8,277	11.1	30.5	32.9
State Colleges*	4,945	4,801	-2.9	20.3	19.1
University of Maryland (Including College Park, Baltimore City, and Baltimore County Campuses)	6,983	8,174	17.1	28.6	32.5
<u>PRIVATE</u>					
Two-Year Colleges	392	279	-28.8	1.6	1.1
Four-Year Colleges	4,619	3,622	-21.6	19.0	14.4

Source: 1966 Data Based on Reports on File at Maryland State Department of Education.

1967 Data Based on Higher Education General Information Survey (HEGIS)

Reports on File at Maryland Advisory Council for Higher Education.

*Data includes Maryland State College and St. Mary's College of Maryland which was included under two-year colleges in the 1966 and 1967 Council report.

TABLE 4-D

GRADUATE ENROLLMENT IN PUBLIC AND PRIVATE
INSTITUTIONS IN MARYLAND, BY CONTROL AND ENROLLMENT STATUS:
FALL 1967

TOTAL	FULL TIME 12,081	PART TIME 5,340	TOTAL 17,421
<u>PUBLIC INSTITUTION - TOTAL</u>	7,524	3,345	10,869
Bowie State College	0	109	109
Frostburg State College	0	698	698
Morgan State College	23	350	373
Salisbury State College	0	99	99
Towson State College	0	856	856
University of Md., Coll. Pk.	5,821	587	6,408
University of Md., Balto. County	0	22	22
University of Md., Balto. City	1,680	624	2,304
<u>PRIVATE INSTITUTION - TOTAL</u>	4,557	1,995	6,552
Columbia Union College	1	12	13
Eastern College	898	39	937
Goucher College	23	2	25
Johns Hopkins University	1,894	1,526	3,420
Loyola College	354	364	718
Maryland Institute College of Art	42	5	47
Ner Israel Rabbinical College	21	2	23
Peabody Conservatory of Music	64	31	95
St. Joseph College	1	4	5
St. Mary's Seminary Univ.	299	7	306
University of Baltimore	778	0	778
Western Maryland College	1	3	4
Woodstock College	181	0	181

Source: Based on Higher Education General Information Survey (HEGIS)
reports on file at Maryland Advisory Council for Higher Education.

TABLE 4-E

ENROLLMENTS¹ IN MARYLAND INSTITUTIONS OF
HIGHER EDUCATION - UNDERGRADUATE, GRADUATE
PUBLIC AND PRIVATE - FOR THE YEARS 1966 AND
1967, WITH PERCENT CHANGE

	1966	1967	PERCENT CHANGE
MARYLAND-TOTAL	103,692	115,510	11.4
FULL-TIME	63,901	75,881	18.7
PART-TIME	38,372	38,194	- 0.5
EXTENSION	1,419	1,435	1.1
UNITED STATES - TOTAL	6,438,477	6,963,687	8.2
FULL-TIME	4,469,771	4,826,991	8.0
PART-TIME	1,671,637	1,843,425	10.3
EXTENSION	297,069	293,271	- 1.3

¹ Other tables in this report give totals which do not add to the totals in this table due to adjustments in late registrants and withdrawals after the reporting of opening fall enrollments.

Source: Opening Fall Enrollment in Higher Education, 1966 and 1967, United States Office of Education

TABLE 4-F
STATE OF MARYLAND
APPROPRIATIONS FOR PUBLIC EDUCATION SHOWING ALLOCATION
FOR HIGHER EDUCATION OPERATING PURPOSES FOR FISCAL YEAR 1968
WITH PERCENTAGE INCREASE OVER FISCAL YEAR 1967

ITEM	GENERAL FUND			TOTAL*		
	1967	1968	Percent Increase	1967	1968	Percent Increase
Morgan State College	3,387,684	3,737,019	10.3	6,019,732	6,573,315	9.2
Bowie State College	980,016	1,143,926	16.7	1,269,893	1,477,721	16.4
Coppin State College	991,645	1,151,165	16.1	1,117,067	1,340,713	20.0
Frostburg State College	2,084,666	2,442,358	17.2	2,871,307	3,301,915	15.0
Salisbury State College	1,131,450	1,290,826	14.1	1,452,349	1,730,053	19.1
Towson State College	4,056,324	4,911,116	21.1	5,555,778	6,541,617	17.7
St. Mary's College of Maryland	509,111	757,815	48.8	799,534	1,104,415	38.1
University of Maryland and State Board of Agriculture						
Administration	1,578,811	1,739,163	10.2	2,020,893	2,243,813	11.0
Libraries	1,721,822	2,133,437	23.9	1,753,035	2,164,650	23.5
Instruction - College Park	10,322,885	12,157,418	17.8	17,936,757	20,316,752	13.3
Instruction - Baltimore	3,792,299	4,540,857	19.7	5,225,025	6,159,670	17.9
University Hospital	5,766,147	5,882,500	2.0	12,351,871	14,135,623	14.4
Research	3,137,739	3,384,039	7.8	4,045,730	4,293,305	6.1
Extension Education	1,865,315	1,925,422	3.2	3,122,554	3,234,358	3.6
Public Services	1,611,026	1,691,993	5.0	1,931,528	2,024,193	4.8
Physical Plant Maintenance and Operation	6,505,799	7,122,384	9.5	7,084,451	7,746,459	9.3
Student Services	784,371	913,936	16.5	1,082,861	1,215,926	12.3
General Expense	606,848	666,201	9.8	698,250	757,603	8.5
Maryland State College of Princess Anne	1,090,187	1,225,062	12.4	1,559,994	1,713,369	9.8
Baltimore County Branch	1,211,360	2,127,473	75.6	1,384,060	2,494,473	80.2
Appropriations to State Department of Education -						
Junior Colleges	4,032,600	4,708,100	16.8	4,032,600	4,708,100	16.8
State Scholarship Board	1,934,030	2,414,992	24.9	1,934,030	2,414,992	24.9
Board of Trustees - State Colleges	102,129	116,519	14.1	102,129	116,519	14.1
Advisory Council for Higher Education	197,480	166,160	-15.8	197,480	166,160	-15.8
Maryland Higher Education Loan Corp.	102,102	295,490	189.4	102,102	295,490	189.4
Sub-Total	59,503,816	68,645,371	15.4	85,651,010	98,271,204	14.7
Other Public Education	164,543,424	243,823,816	48.2	200,848,544	286,739,177	42.8
TOTAL	224,047,240	312,469,187	39.5	286,499,554	385,010,381	34.4

*Includes General, Special, and Federal Funds

Source: Based on the Fiscal Digest of the State of Maryland for Fiscal Years 1967, 1968.

CHAPTER V

1967 POST-HIGH SCHOOL PLANS OF SENIORS IN MARYLAND SCHOOLS SURVEY

In order to plan effectively for all phases of post-high school education in Maryland the Advisory Council for Higher Education with the co-operation of the State Department of Education and the Council on High School and College Relations, in 1965 designed a survey questionnaire to assist in determining the demand for Higher Education in Maryland. In the spring of 1965 and 1966 questionnaires were circulated to all public and private high schools in the State. In both years more than 90% of the State's seniors participated in the survey. The questionnaire not only asked about students plans for attending degree granting institutions by State and level but also asked about student plans for business schools, nursing schools, technical and trade schools, and others. Those students not planning to continue their education were asked their reasons for not continuing. In the case of those students who would continue school with financial aid they were asked what type of school they would attend.

In the spring of 1967, the third annual survey was conducted using a revised form and new methods of data processing. In addition to providing the same information as in the previous years, students coded in the specific names of the Maryland institutions that were their first and second choice and the name of the state if either or both of their choices were out-of state. This new form also sought more specific information about students not continuing because of lack of financial assistance. It also provided information concerning "plans to transfer to four-year institutions" of those students selecting community colleges.

The output from this year's survey has been increased so as to include, as a second phase, feedback to all participating high schools. In 1968, individualized reports will be available for each participating high school. These reports will consist of a series of tables providing a comprehensive analysis of the plans of seniors who are continuing with their education and information about the reasons of those who are not. More than 90% of the seniors in the State in the spring of 1967 returned questionnaires in this year's survey.

INTEREST AND PLANS

Table 5-A shows that 75.3%* of the seniors surveyed said they were "interested" in continuing with some form of post-high school education.

*In computing percentages all State percents are based on the total number of seniors surveyed in the State (43,171). All county percents are based on the total number of seniors surveyed in the county (See Table 5-A).

In the county breakdown the interest ranged from 54.9% in Caroline County to 87.1% in Montgomery County. This table also shows that 65.5% of the students in the State had "definite plans" to attend some form of post-high school education - including community and four-year colleges, business schools, nursing schools, and technical and trade schools. The percent of seniors with "definite plans" to attend ranged from 41.4% in Garrett County to 82.8% in Montgomery County.

PLANS TO ATTEND MARYLAND INSTITUTIONS

The students with definite plans to continue post high school education were asked to code in the name of the specific institutions that were their first and second choices, and to indicate the type of institution in each case. Tables 5-B, 5-C, and 5-D show the first choice selections, by County, of the seniors selecting institutions located in Maryland. These institutions are separated into three categories - four-year public colleges, two-year public colleges, and independent colleges. It can be seen that selection of four-year public colleges ranged from a low of 7.8% in Garrett and Charles Counties, to a high of 33.2% in Somerset County. A State total of 16.7% chose State public four-year colleges. Of the students surveyed, the percent selecting public two-year colleges ranged from 24.7% in Harford County to no selections in Kent and Somerset Counties. Taken as a whole, students selecting public two-year community colleges amount to 13.2% of the high school seniors. Selection for the independent colleges ranged from 1.0% in Somerset County to 7.1% in Baltimore County with a State total of 4.3% of the seniors.

PLANS TO ATTEND MARYLAND INSTITUTIONS OTHER THAN COMMUNITY OR FOUR-YEAR COLLEGES

Table 5-E indicates the students selection of business schools, nursing schools, technical or trade schools, and other schools located in Maryland. This table shows that 6.4% of the seniors in the State selected this kind of education, with a low of 2.6% in Montgomery County and a high of 18.7% in Calvert County.

PLANS TO ATTEND POST-HIGH SCHOOL EDUCATION IN OTHER STATES BY MARYLAND SENIORS

Table 5-F indicates the type of institutions Maryland seniors selected as a first choice in other states. This table shows that 13.3% of the seniors in the survey were selecting four-year colleges as their out-of-state institution. The selection of four-year colleges ranged from a high of 29.5% in Montgomery County to a low of 2.5% in Cecil County.

Tables 5-G and 5-H indicate where students planning to attend institutions in states outside of Maryland are going. In Table 5-G it can be seen that the out-migration of students for all types of education ranged from 7.3% in Somerset County to 34.9% in Montgomery County, with a

State total of 17.7%. In this table it can also be seen that 7.5% going to Neighboring States, the highest percent (2.3%) are planning to attend schools in Pennsylvania.

The students going to neighboring states ranged from a high of 14.9% in Wicomico County to a low of 3.9% in Somerset County. As in past surveys it can be observed that the location of the county in relation to the neighboring state has a positive effect on the number of students from that county selecting institutions in the neighboring states.

STUDENTS NOT PLANNING TO CONTINUE POST-HIGH SCHOOL EDUCATION

Table 5-I indicates that 8.8% of the seniors surveyed planned on entering the Armed Services within the next year. These plans ranged from a low of 5.6% in Montgomery County to a high of 15.6% in Caroline and Calvert Counties. The survey also indicated that 13.1% of the students in the state had already secured a full-time job. The percent securing jobs ranged from a low of 7.4% in Montgomery County to a high of 26.0% in Frederick County. Of the students surveyed 8.1% said their job was their choice for their lifetime occupation. This choice of lifetime occupation ranged from a low of 3.7% in Allegany County to a high of 16.6% in Frederick County.

FINANCIAL ASSISTANCE

Many seniors not planning to attend school beyond high school indicated that they would do so with financial assistance. Table 5-J shows that 20.1% of the students surveyed in the state said they would continue beyond high school with financial assistance. The percent of students indicating they would continue with assistance ranged from a low of 6.3% in Montgomery County to a high of 27.5% in Garrett County. This table also shows that 7.5% of the seniors in the state would continue only if the financial assistance was in the form of a scholarship. These "scholarship only students" ranged from a low of 3.6% in Montgomery County to a high of 12.9% in Garrett County.

The students not planning to attend school beyond high school but indicating they would do so with financial assistance were asked what type of school they would attend. Table 5-K indicates their response to this question. In this table it can be seen that 3.9% of the students in the state were interested in continuing with financial assistance in community and four-year colleges and 10.5% were interested in business, nursing, trade or technical, and other schools.

TRANSFER PLANS OF SENIORS SELECTING COMMUNITY COLLEGES

One revision of the 1967 survey form was the addition of a question regarding transfer plans of students selecting community colleges as a first or second choice. Table 5-L shows that 70.6% of the students se-

lecting public community colleges in Maryland indicate they plan to transfer to a four-year institution and that 25.2% do not plan to do so. Those planning to transfer range from 81.2% of those selecting Allegany Community College to 63.5% of those selecting the Community College of Baltimore. Those students indicating no plans to transfer ranged from a high of 33.1% selecting Harford Junior College to a low of 13.1% selecting Allegany Community College.

TABLE 5-A

1967 POST-HIGH SCHOOL PLANS OF SENIORS IN MARYLAND SCHOOLS

	Percent of Students Interested in Con- tinuing Education Beyond High School	Percent of Students With Definite Plans to Continue Some Form of Post-High School Education*	Total Number of Students Respond- ing to Survey
STATE TOTAL	75.3	65.5	43, 171
Allegany	70.6	59.4	1, 472
Anne Arundel	70.4	56.4	3, 047
Baltimore	75.1	66.3	7, 811
Calvert	76.8	60.7	229
Caroline	54.9	44.7	257
Carroll	63.6	52.4	787
Cecil	62.0	50.8	561
Charles	65.1	52.1	476
Dorchester	70.7	58.9	348
Frederick	59.1	47.1	1, 044
Garrett	59.3	41.4	295
Harford	76.4	64.2	1, 155
Howard	74.4	59.3	664
Kent	62.2	49.4	180
Montgomery	87.1	82.8	6, 984
Prince George's	76.3	68.4	6, 429
Queen Anne's	71.0	60.4	217
Saint Mary's	72.1	58.6	534
Somerset	69.8	57.6	205
Talbot	74.4	60.0	270
Washington	62.0	52.1	1, 415
Wicomico	73.6	61.9	632
Worcester	73.9	61.4	295
Baltimore City	76.8	64.0	7, 864

*Some Students with Definite Plans did not Supply Sufficient Information to be Included in Subsequent Tables.

TABLE 5-B

PERCENT OF 1967 MARYLAND HIGH SCHOOL SENIORS
SELECTING FOUR-YEAR PUBLIC COLLEGES IN MARYLAND
AS A FIRST CHOICE, BY COLLEGE AND
COUNTY OF HIGH SCHOOL ATTENDANCE

STATE TOTAL	9.2	0.2	0.3	1.3	0.8	1.6	0.4	0.5	2.3	16.7
Allegany	3.6	0.1	---	8.8	0.1	0.1	---	---	0.2	12.8
Anne Arundel	6.0	0.3	0.0	1.0	0.4	1.1	0.6	0.8	1.6	11.8
Baltimore	7.8	0.0	0.0	0.9	0.2	0.4	0.3	0.3	4.5	14.5
Calvert	0.9	0.9	---	---	3.5	0.9	0.9	2.2	1.3	10.5
Caroline	3.9	0.4	---	---	1.6	1.6	0.8	0.4	1.6	10.1
Carroll	5.7	0.1	---	2.0	---	---	0.6	1.0	1.8	11.3
Cecil	7.1	---	0.2	0.7	0.2	0.5	1.2	0.2	1.2	11.4
Charles	3.4	0.8	---	0.4	1.1	1.3	---	0.6	0.2	7.8
Dorchester	3.7	2.6	0.3	0.6	4.3	2.9	3.2	0.6	0.9	19.0
Frederick	5.5	0.1	---	1.9	0.2	0.4	0.2	0.3	2.0	10.5
Garrett	1.0	---	---	6.4	---	---	---	---	0.3	7.8
Harford	5.5	0.1	---	1.6	0.4	1.4	0.3	0.4	2.9	12.6
Howard	6.0	---	---	1.5	0.2	1.7	---	0.6	2.0	11.9
Kent	3.9	---	---	---	0.6	1.1	2.2	---	2.2	10.0
Montgomery	16.9	---	0.1	1.1	1.1	0.2	0.2	0.2	0.7	20.4
Prince George's	16.1	0.3	0.0	1.6	1.1	0.6	0.2	0.5	1.2	21.7
Queen Anne's	1.4	0.5	---	---	2.3	0.9	1.4	0.9	1.4	8.8
Saint Mary's	8.6	---	---	0.4	0.4	2.4	---	10.7	1.5	24.0
Somerset	7.8	1.5	---	0.5	14.6	2.4	6.3	---	---	33.2
Talbot	6.7	0.4	0.4	---	3.0	1.1	2.2	---	0.7	14.4
Washington	3.9	---	---	3.4	---	0.1	0.1	0.3	1.7	9.5
Wicomico	5.9	1.1	---	0.3	4.3	1.4	7.9	0.8	1.6	23.3
Worcester	5.1	0.7	---	0.3	2.4	1.0	3.7	2.0	1.4	16.6
Baltimore City	5.4	0.0	1.7	0.3	0.5	6.3	0.1	0.3	4.0	18.5
	University of Maryland *									
	Bowie State									
	Coppin State									
	Frostburg State									
	Maryland State									
	Morgan State									
	Salisbury State									
	St. Mary's of Maryland **									
	Towson State									
	TOTAL ***									

*Does not include Baltimore County Campus.

**Included in this table as a two-year institution in transition to a four-year college.

***County totals may not add to 100% due to rounding.

-Indicates no selection.

0.0 Indicates selection amounts to less than 0.05 percent.

All percents on this table are based on the numbers given in Table 5-A.

TABLE 5-C

PERCENT OF 1967 MARYLAND HIGH SCHOOL SENIORS
SELECTING PUBLIC COMMUNITY COLLEGES IN MARYLAND
AS A FIRST CHOICE, BY COLLEGE AND
COUNTY OF HIGH SCHOOL ATTENDANCE

STATE TOTAL	0.4	1.0	1.4	0.2	2.9	0.7	0.3	0.5	0.8	3.1	2.0	13.2
Allegany	10.8	---	---	---	0.1	---	---	0.1	---	---	0.1	11.0
Anne Arundel	0.2	13.2	0.1	---	0.9	0.0	---	---	0.0	0.1	0.1	14.6
Baltimore	---	0.0	5.6	0.0	2.9	3.4	---	0.0	0.5	---	---	12.3
Calvert	---	---	---	0.9	1.3	---	---	---	---	0.4	1.7	4.4
Caroline	---	---	---	---	0.4	---	---	---	---	---	---	0.4
Carroll	---	---	1.4	---	0.9	0.1	1.3	0.5	---	0.3	---	4.4
Cecil	---	---	---	---	---	---	---	---	6.6	0.2	---	6.8
Charles	0.2	---	---	15.1	---	---	---	---	---	---	0.2	15.5
Dorchester	---	---	---	0.3	0.3	---	---	---	---	---	---	0.6
Frederick	---	---	---	---	---	---	12.1	1.0	0.1	0.1	---	13.2
Garrett	2.7	---	---	---	---	---	---	---	---	0.7	---	3.4
Harford	---	---	0.1	---	0.2	---	---	0.2	24.2	---	---	24.7
Howard	0.2	---	10.2	---	0.5	---	0.2	---	---	1.1	---	12.0
Kent	---	---	---	---	---	---	---	---	---	---	---	---
Montgomery	---	---	---	---	0.0	---	0.1	0.0	0.0	17.8	0.0	17.9
Prince George's	---	0.1	0.0	0.0	0.0	0.0	0.0	---	---	0.9	13.6	14.7
Queen Anne's	---	0.5	---	---	---	---	---	---	---	---	---	0.5
St. Mary's	0.2	2.2	0.2	0.7	---	---	---	---	---	0.9	---	2.2
Somerset	---	---	---	---	---	---	---	---	---	---	---	---
Talbot	0.4	---	---	---	---	---	---	---	---	---	---	0.4
Washington	---	---	0.1	---	---	---	---	12.9	---	0.1	---	13.1
Wicomico	---	---	---	---	---	---	---	0.2	---	---	0.2	0.3
Worcester	---	---	---	---	0.3	---	---	0.7	---	---	---	1.0
Baltimore City	---	0.1	0.9	0.0	12.3	0.2	0.0	0.0	0.1	0.0	---	13.6
	Allegany Community College	Anne Arundel Community College	Catonsville Community College	Charles County Community College	Community College of Baltimore	Essex Community College	Frederick Community College	Hagerstown Junior College	Harford Community College	Montgomery Junior College	Prince George's Community College	TOTAL *

- Indicates no selection.

0.0 Indicates selection amounts to less than 0.05 percent.

Data was not available for Chesapeake College.

All percents on this table are based on the numbers given on Table 5-A.

* County totals may not add to 100% due to rounding.

TABLE 5-D

PERCENT OF 1967 MARYLAND HIGH SCHOOL SENIORS
SELECTING INDEPENDENT COLLEGES IN MARYLAND
AS A FIRST CHOICE. BY COLLEGE AND
COUNTY OF HIGH SCHOOL ATTENDANCE

STATE TOTAL	0.2	0.0	0.2	0.1	0.0	0.1	0.1	0.5	0.3	0.4	0.0	0.1	0.2												
Allegany	0.1	---	0.3	0.1	0.1	---	0.1	0.2	---	0.1	---	0.1	0.3												
Anne Arundel	0.3	---	0.0	---	---	0.0	0.1	0.4	0.1	0.7	0.0	0.0	---												
Baltimore	0.1	0.0	0.3	0.0	0.1	0.2	0.1	0.8	0.9	0.7	---	0.1	0.3												
Calvert	---	0.4	---	---	---	---	---	0.9	---	1.3	---	---	---												
Caroline	0.4	---	---	---	---	---	---	---	---	0.8	---	---	---												
Carroll	0.5	---	0.1	---	---	---	0.1	0.3	0.3	0.5	---	---	0.1												
Cecil	---	0.2	---	---	---	---	---	0.4	---	---	---	---	---												
Charles	---	---	0.2	---	---	---	---	0.2	---	0.6	---	0.2	---												
Dorchester	---	---	---	---	---	---	---	0.9	---	0.6	---	---	---												
Frederick	0.3	---	0.1	---	---	---	0.1	0.3	0.2	0.2	---	---	1.1												
Garrett	0.3	---	---	---	---	---	0.3	---	---	0.3	---	---	---												
Harford	---	---	0.1	---	---	---	0.1	0.4	0.1	0.4	---	0.1	0.2												
Howard	0.6	---	0.2	---	---	0.5	0.5	0.8	---	0.3	---	0.2	---												
Kent	---	---	---	---	---	0.6	0.6	0.6	---	0.6	---	---	0.6												
Montgomery	0.0	---	0.1	0.6	---	0.1	0.1	0.3	0.0	0.1	---	0.0	0.1												
Prince George's	0.0	---	0.0	0.0	---	0.0	0.0	0.2	0.0	0.3	---	0.1	0.1												
Queen Anne's	---	---	0.5	---	---	---	---	0.5	0.5	---	---	---	0.5												
Saint Mary's	0.2	---	0.2	---	0.2	0.2	---	0.4	0.2	---	---	---	0.4												
Somerset	---	---	---	---	---	---	---	---	---	0.5	---	---	---												
Talbot	---	---	0.7	---	---	---	---	0.4	0.7	1.1	---	0.4	0.7												
Washington	0.1	---	---	0.1	---	0.1	---	0.2	0.1	0.1	---	---	0.1												
Wicomico	---	---	---	---	---	---	0.2	0.2	0.2	---	---	---	---												
Worcester	0.7	---	0.3	---	---	---	---	---	0.3	0.7	---	---	---												
Baltimore City	0.6	0.0	0.4	0.0	0.1	0.1	0.1	1.0	0.8	0.5	---	0.4	0.1												
	Baltimore College of Commerce		Baltimore Hebrew College		Notre Dame of Maryland		Columbia Union		Eastern College		Goucher College		Hood College		Johns Hopkins University		Loyola College		Maryland Institute		Mt. Prov. Jun. Col.		Mt. St. Agnes		Mt. St. Mary's

- Indicates No Selection

0.0 Indicates Selection Amounts to Less Than 0.05 percent.

All percents on this table are based on the numbers given in Table 5-A.

TABLE 5-D (Cont.)

PERCENT OF 1967 MARYLAND HIGH SCHOOL SENIORS
SELECTING INDEPENDENT COLLEGES IN MARYLAND
AS A FIRST CHOICE, BY COLLEGE AND
COUNTY OF HIGH SCHOOL ATTENDANCE

STATE TOTAL	0.1	0.2	0.1	0.1	0.1	0.0	0.0	0.0	0.8	0.2	0.2	0.4	0.0	4.3
Allegany	---	0.1	---	---	0.3	---	---	---	0.1	---	0.1	0.1	---	2.2
Anne Arundel	---	0.2	---	0.2	0.1	0.0	---	---	1.3	0.1	0.3	0.6	0.0	4.6
Baltimore	0.0	0.2	0.1	0.1	0.1	0.0	---	0.1	1.7	0.5	0.3	0.5	---	7.1
Calvert	---	0.4	---	---	0.4	---	---	---	---	---	0.9	0.4	---	4.8
Caroline	---	---	---	---	---	---	---	---	---	---	---	---	---	1.2
Carroll	---	---	---	---	---	---	---	---	0.8	0.9	0.3	1.8	---	5.6
Cecil	---	0.2	---	---	---	---	---	---	---	---	0.4	0.2	---	1.2
Charles	---	---	---	---	0.2	---	---	---	---	---	0.2	0.4	---	2.1
Dorchester	---	0.6	---	0.3	0.3	---	---	---	0.3	---	---	---	---	2.9
Frederick	---	---	---	---	0.3	---	0.1	---	---	---	---	1.1	---	3.7
Garrett	---	---	---	---	0.7	---	---	---	---	---	0.3	0.3	---	2.4
Harford	---	0.3	---	0.2	0.1	---	---	---	0.2	---	0.5	0.8	---	3.5
Howard	---	0.5	---	0.2	---	---	---	---	0.8	0.6	0.3	0.6	---	5.7
Kent	---	---	---	---	---	---	---	---	---	---	---	---	---	2.8
Montgomery	0.0	0.0	0.0	0.0	0.1	---	---	---	0.1	0.0	0.1	0.4	0.0	2.3
Prince George's	---	0.4	0.0	0.0	0.1	0.0	---	0.1	0.1	0.0	0.2	0.2	---	1.9
Queen Anne's	---	---	---	---	0.5	---	---	---	0.5	---	---	---	---	2.8
Saint Mary's	---	0.6	---	0.2	---	0.7	---	---	0.4	0.2	0.2	0.2	1.5	5.6
Somerset	---	---	---	---	---	---	---	---	---	---	0.5	---	---	1.0
Talbot	---	---	---	---	0.7	---	---	---	---	---	0.7	1.1	---	6.7
Washington	---	---	---	0.1	---	---	---	---	0.1	---	0.2	0.1	---	1.4
Wicomico	---	0.2	---	---	---	---	---	---	---	---	0.5	1.3	0.2	2.6
Worcester	---	---	---	---	---	---	---	---	---	---	---	0.3	---	2.4
Baltimore City	0.3	0.1	0.3	0.1	0.2	---	---	---	5.6	0.3	0.1	0.2	0.0	7.0
Ner Israel														
Peabody Institute														
St. Charles														
St. Johns														
St. Joseph's														
St. Mary's Seminary														
St. Peter's														
Trinitarian College														
University of Baltimore														
Ville Julie														
Washington College														
Western College														
Xaverian College														
TOTAL *														

- Indicates No selection

0.0 Indicates Selection Amounts to Less Than 0.05 Percent

All percents on this table are based on the numbers given in Table 5-A.

* County totals may not add to 100% due to rounding.

TABLE 5-E

PERCENT OF 1967 MARYLAND HIGH SCHOOL SENIORS
 SELECTING POST-HIGH SCHOOL EDUCATION IN MARYLAND
 INSTITUTIONS OTHER THAN COMMUNITY OR FOUR-YEAR COLLEGES,
 BY TYPE OF SCHOOL AND COUNTY OF HIGH SCHOOL ATTENDANCE

	Business School	Nursing School	Technical Or Trade School	Other
STATE TOTAL	2.3	1.1	2.0	1.0
Allegany	6.6	2.2	2.6	1.1
Anne Arundel	3.7	1.4	2.6	0.9
Baltimore	2.2	1.1	2.3	0.6
Calvert	10.9	1.7	5.2	0.9
Caroline	2.7	1.6	3.9	0.4
Carroll	2.8	1.1	3.6	1.5
Cecil	1.1	2.3	1.4	0.7
Charles	2.3	1.7	3.6	0.8
Dorchester	3.7	3.7	6.9	1.7
Frederick	1.5	0.5	0.9	0.3
Garrett	3.4	0.7	2.4	---
Harford	1.7	1.6	2.4	0.8
Howard	2.2	1.5	3.0	1.6
Kent	1.1	1.1	2.8	1.7
Montgomery	0.9	0.3	0.7	0.7
Prince George's	1.5	0.6	1.5	0.6
Queen Anne's	3.2	2.3	6.4	0.9
Saint Mary's	2.8	0.4	2.4	0.9
Somerset	3.4	2.0	3.9	1.0
Talbot	3.3	2.6	4.4	0.4
Washington	2.3	0.9	2.6	1.1
Wicomico	2.4	2.8	3.2	0.3
Worcester	3.1	1.0	5.8	4.4
Baltimore City	2.9	1.6	1.5	1.1

-Indicates no selection

All percents on this table are based on the numbers given in Table 5-A.

TABLE 5-F

PERCENT OF 1967 MARYLAND HIGH SCHOOL SENIORS
SELECTING POST-HIGH SCHOOL EDUCATION IN OUT-OF-STATE
INSTITUTIONS, BY TYPE OF EDUCATION AND COUNTY OF
HIGH SCHOOL ATTENDANCE

	Community College	Four-Year College	Business School	Nursing School	Technical or Trade School	Other
STATE TOTAL	1.2	13.3	0.7	0.3	0.8	0.6
Allegany	2.7	6.5	1.0	0.5	1.4	0.7
Anne Arundel	0.8	7.1	0.4	0.1	0.4	0.5
Baltimore	1.3	2.7	0.1	0.1	0.5	0.4
Calvert	1.7	5.2	0.9	---	3.0	1.3
Caroline	0.4	5.4	---	1.6	1.6	0.4
Carroll	1.4	8.9	0.4	0.4	1.9	0.8
Cecil	3.0	2.5	2.8	0.5	2.1	0.7
Charles	0.4	4.8	4.2	1.1	1.5	0.2
Dorchester	2.9	8.0	3.2	---	1.7	0.9
Frederick	0.5	8.9	0.3	0.5	0.5	0.1
Garrett	2.0	7.1	0.3	0.3	2.4	1.0
Harford	0.8	10.0	0.8	0.2	1.1	1.0
Howard	0.8	8.9	0.2	---	0.8	0.6
Kent	---	4.4	2.8	---	0.6	1.1
Montgomery	1.7	29.5	0.5	0.3	0.6	0.7
Prince George's	1.3	12.5	1.3	0.3	1.0	0.6
Queen Anne's	0.9	5.1	1.8	---	---	0.4
Saint Mary's	1.1	10.3	0.6	0.4	0.7	0.6
Somerset	0.5	3.9	1.5	---	1.0	0.5
Talbot	2.2	10.7	4.4	---	1.8	0.7
Washington	0.6	11.7	0.6	1.0	1.6	0.8
Wicomico	4.9	11.7	2.8	0.5	2.0	0.6
Worcester	8.1	8.1	2.4	0.7	3.4	---
Baltimore City	0.3	8.8	0.3	0.1	0.5	-0.2

- Indicates no selection

All Percents on this Table are based on the numbers given in Table 5-A.

TABLE 5-G

PERCENT OF 1967 MARYLAND HIGH SCHOOL SENIORS
SELECTING POST-HIGH SCHOOL EDUCATION OUT-OF-STATE
AS A FIRST CHOICE, BY REGION OF COUNTRY
AND COUNTY OF HIGH SCHOOL ATTENDANCE

STATE TOTAL	7.5	2.9	2.6	3.0	1.4	0.3	17.7
Allegany	8.6	0.7	1.3	1.4	0.9	0.3	13.2
Anne Arundel	5.3	1.1	1.2	2.5	1.4	0.3	11.7
Baltimore	7.0	3.6	2.0	2.2	0.7	0.2	15.8
Calvert	7.4	0.4	1.3	2.6	1.3	---	13.1
Caroline	7.8	1.2	1.2	1.6	---	0.4	12.1
Carroll	9.8	0.8	1.5	1.7	0.1	0.1	14.0
Cecil	14.4	1.2	2.5	3.4	0.7	0.2	22.5
Charles	6.5	0.8	1.1	1.9	1.9	0.2	12.4
Dorchester	8.9	1.7	0.6	5.5	0.3	0.9	17.8
Frederick	5.6	0.8	1.5	2.2	0.7	0.2	10.9
Garrett	10.8	1.4	0.3	0.3	0.3	---	13.2
Harford	5.8	1.5	1.6	2.9	2.2	0.3	14.4
Howard	5.4	1.7	0.9	2.6	0.5	0.2	11.1
Kent	9.4	1.1	---	1.1	0.6	0.6	12.7
Montgomery	10.9	7.0	7.3	6.1	3.0	0.6	34.9
Prince George's	7.2	1.6	2.9	3.6	2.3	0.3	18.1
Queen Anne's	5.5	1.4	0.9	1.4	0.9	---	10.1
Saint Mary's	4.3	1.7	1.7	4.3	1.9	0.2	13.8
Somerset	3.9	0.5	0.5	2.4	---	---	7.3
Talbot	13.0	2.2	0.7	3.3	1.1	---	20.4
Washington	9.5	1.6	2.3	2.2	0.9	0.1	16.6
Wicomico	14.9	1.9	0.7	4.9	0.9	---	23.2
Worcester	13.2	1.0	1.4	6.8	1.0	0.3	23.7
Baltimore City	4.4	2.9	1.1	1.3	0.5	0.2	10.4
Neighboring States: Del., D.C., N.J., Pa., Vir., W. Vir.							
North Atlantic: Conn., Me., Mass., N.H., N.Y., R.I., Vt.							
Great Lakes & Plains: Ill., Ind., Ia., Kan., Mich., Minn., Mo., Neb., N.D., Ohio, S.D., Wis.							
Southeast: Ala., Ark., Fla., Ga., Ky., La., Miss., N.C., S.C., Tenn.							
West & Southwest: Alas., Ariz., Calif., Colo., Hawaii, Ida., Mont., Nev., N.M., Okla., Ore., Tex., Vt., Wash., Wyo.							
Out-of-Country							
TOTAL*							

All Percents on this Table are based on the numbers given in Table 5-A
*County totals may not add to 100% due to rounding.

TABLE 5-H

PERCENT OF 1967 MARYLAND HIGH SCHOOL SENIORS
SELECTING ALL TYPES OF POST-HIGH SCHOOL EDUCATION
IN NEIGHBORING STATES AS A FIRST CHOICE, BY STATE AND
COUNTY OF HIGH SCHOOL ATTENDANCE

STATE TOTAL	0.5	1.7	0.3	2.3	1.9	0.7	7.5
Allegany	0.1	0.4	0.2	2.1	1.8	3.9	8.6
Anne Arundel	0.4	1.2	0.2	1.1	1.7	0.7	5.3
Baltimore	0.4	0.9	0.4	2.7	2.2	0.4	7.0
Calvert	---	4.4	---	0.9	1.7	0.4	7.4
Caroline	3.9	---	0.4	1.9	0.4	1.2	7.8
Carroll	0.5	1.5	0.1	3.8	3.3	0.5	9.8
Cecil	6.8	0.7	---	5.3	1.1	0.5	14.4
Charles	0.4	4.2	---	0.4	1.1	0.4	6.5
Dorchester	3.2	3.4	---	0.3	0.9	1.1	8.9
Frederick	0.1	1.1	0.1	1.1	1.9	1.2	5.6
Garrett	---	---	0.3	2.7	1.4	6.4	10.8
Harford	1.0	0.7	0.1	2.4	1.1	0.4	5.8
Howard	0.5	0.5	0.5	1.5	1.5	1.1	5.4
Kent	4.4	0.6	---	2.8	1.1	0.6	9.4
Montgomery	0.3	2.9	0.6	3.8	2.5	0.9	10.9
Prince George's	0.1	3.3	0.2	1.3	1.7	0.6	7.2
Queen Anne's	2.3	0.9	---	1.4	0.9	---	5.5
Saint Mary's	---	1.1	0.2	0.9	1.9	0.2	4.3
Somerset	1.5	---	---	1.5	1.0	---	3.9
Talbot	4.8	0.7	0.7	1.1	5.2	0.4	13.0
Washington	---	0.9	0.1	3.9	2.6	2.0	9.5
Wicomico	2.7	2.4	0.3	3.0	6.0	0.5	14.9
Worcester	4.1	1.4	---	2.4	5.1	0.3	13.2
Baltimore City	0.2	0.9	0.2	1.9	1.0	0.1	4.4
	Delaware	District of Columbia	New Jersey	Pennsylvania	Virginia	West Virginia	TOTAL *

Indicates no selection.

All percents on this table are based on the numbers given in Table 5-A.

County totals may not add to 100% due to rounding.

TABLE 5-I

1967 POST-HIGH SCHOOL PLANS OF SENIORS IN MARYLAND SCHOOLS

	Percent of Students Planning on Enter- ing Armed Service Within the Next Year	Percent of Students Who Already Have Secured a Full- Time Job	Percent of Students Whose Job is Their Choice For Their Lifetime Occupation
STATE TOTAL	8.8	13.1	8.1
Allegany	14.1	7.5	3.7
Anne Arundel	10.1	16.8	10.9
Baltimore	8.8	12.7	7.6
Calvert	12.2	15.3	5.7
Caroline	15.6	17.9	8.2
Carroll	9.6	23.8	13.2
Cecil	7.7	17.1	8.9
Charles	12.8	15.3	10.3
Dorchester	10.9	8.6	5.5
Frederick	11.6	26.0	16.6
Garrett	14.2	22.4	13.2
Harford	8.1	11.0	6.0
Howard	12.2	14.9	8.9
Kent	15.0	16.1	10.6
Montgomery	5.6	7.4	4.3
Prince George's	8.8	14.0	9.6
Queen Anne's	8.3	14.7	7.4
Saint Mary's	9.4	14.2	8.4
Somerset	5.8	8.3	4.9
Talbot	15.6	13.7	8.5
Washington	12.0	13.6	8.1
Wicomico	10.8	9.5	6.0
Worcester	8.8	13.9	7.1
Baltimore City	7.7	14.2	9.0

All Percents on this Table are based on the numbers given in Table 5-A.

TABLE 5-J

PERCENT OF 1967 MARYLAND HIGH SCHOOL SENIORS, NOT ATTENDING
SCHOOL BEYOND HIGH SCHOOL BUT INDICATING THEY WOULD
DO SO WITH FINANCIAL ASSISTANCE, BY COUNTY AND TYPE
OF ASSISTANCE

	Would Continue With Scholarship, Loan, or Both	Would Continue Only With Scholarship
STATE TOTAL	20.1	7.5
Allegany	20.4	11.4
Anne Arundel	18.6	9.6
Baltimore	12.4	7.3
Calvert	21.0	9.2
Caroline	23.3	10.5
Carroll	16.4	9.4
Cecil	21.2	10.5
Charles	20.2	9.2
Dorchester	18.1	7.2
Frederick	20.7	12.1
Garrett	27.5	12.9
Harford	18.6	10.1
Howard	16.4	8.7
Kent	17.2	7.8
Montgomery	6.3	3.6
Prince George's	12.8	6.8
Queen Anne's	18.4	6.0
Saint Mary's	16.5	7.3
Somerset	20.0	9.8
Talbot	13.0	5.2
Washington	19.5	11.4
Wicomico	14.9	5.2
Worcester	15.3	7.1
Baltimore City	17.1	8.0

All Percents on this Table are based on the numbers given in Table 5-A.

TABLE 5-K

PERCENT OF MARYLAND 1967 HIGH SCHOOL SENIORS, NOT ATTENDING SCHOOL BEYOND HIGH SCHOOL BUT INDICATING THEY WOULD DO SO WITH FINANCIAL ASSISTANCE BY COUNTY AND TYPE OF SCHOOL THEY WOULD ATTEND

	Comm. Coll.	4-Year	Business	Nursing	Trade Or Technical	Other	No Respons
STATE TOTAL	2.1	1.8	4.3	0.5	4.2	1.0	0.5
Allegany	2.1	1.0	7.1	0.6	8.0	1.1	0.6
Anne Arundel	3.1	2.4	6.2	0.6	4.4	1.4	0.5
Baltimore	1.9	1.8	3.4	0.2	3.6	1.1	0.5
Calvert	1.3	1.3	8.7	0.9	7.4	0.9	0.4
Caroline	0.8	0.4	7.0	1.2	12.5	1.2	0.4
Carroll	2.0	1.2	4.3	0.5	6.1	2.3	0.6
Cecil	1.4	0.9	5.2	1.1	9.1	2.7	0.9
Charles	3.6	0.6	7.1	0.4	7.6	0.4	0.4
Dorchester	1.7	2.0	5.4	1.1	5.2	1.7	0.9
Frederick	3.5	1.5	6.8	1.1	5.4	1.9	0.4
Garrett	1.7	2.7	6.8	0.7	12.2	2.4	1.4
Harford	2.2	1.7	6.0	0.4	6.3	1.8	0.2
Howard	3.2	2.3	3.6	0.4	4.5	1.6	0.8
Kent	0.6	2.2	2.8	1.7	6.7	1.7	1.7
Montgomery	1.3	0.7	1.8	0.1	1.6	0.4	0.2
Prince George's	1.9	1.8	4.1	0.4	3.5	0.8	0.3
Queen Anne's	3.2	0.9	2.3	0.4	7.3	0.9	3.2
Saint Mary's	0.9	2.0	5.8	1.1	5.4	0.9	0.2
Somerset	0.5	0.5	5.9	2.4	7.8	2.0	1.0
Talbot	0.4	1.5	1.9	0.4	7.0	1.8	---
Washington	1.8	1.6	5.1	0.8	8.2	1.4	0.6
Wicomico	0.5	1.9	4.9	0.6	6.2	0.8	0.2
Worcester	0.3	0.7	4.7	0.3	7.8	0.7	0.7
Baltimore City	3.0	2.8	5.4	0.7	3.8	0.9	0.6

- Indicates no selection.

All percents on this table are based on the numbers given in Table 5-A.

TABLE 5-L

TRANSFER PLANS OF 1967 MARYLAND HIGH SCHOOL
SENIORS SELECTING COMMUNITY COLLEGES IN MARYLAND
AS A FIRST CHOICE BY INSTITUTION AND STATE TOTAL

Institution	Total Number Of Students Selecting The Institution As A First Choice	Percent Of Total Who Are Planning To Transfer To A Four Year Institution	Percent Of Total Who Are Not Planning To Transfer To A Four Year Institution
STATE TOTAL	5, 718	70.6	25.2
Allegany Community Coll.	176	81.2	13.1
Anne Arundel Comm. Coll.	417	74.3	21.1
Catonsville Community Coll.	589	69.1	28.4
Charles County Community Coll.	82	64.6	31.7
Community Coll. of Baltimore	1, 242	63.5	31.4
Essex Community Coll.	284	77.1	18.7
Frederick Community Coll.	144	64.6	30.6
Hagerstown Junior Coll.	208	67.3	29.8
Harford Junior Coll.	363	64.7	33.1
Montgomery Junior Coll.	1, 325	75.0	21.1
Prince George's Community Coll.	888	73.6	21.1

Note: Percents do not add to 100% due to lack of response from some students.

CHAPTER VI

FACILITIES PLANNING STUDY

The State Commission for Title I of the Higher Education Facilities Act of 1963 of the State of Maryland placed responsibility for the Higher Education Facilities Comprehensive Planning Grant Program of the Department of Health, Education, and Welfare with the Advisory Council for Higher Education. The Council submitted a proposal for fiscal year 1968 for the comprehensive planning grant, and was awarded a grant of \$72,852 for the year.

The Council has divided the year's activities into two phases: the development of a computerized model for projecting enrollment demand and the stimulating of long-range planning by the individual institutions in Maryland - both public and private.

ENROLLMENT DEMAND MODEL

The development of a computerized model for projecting enrollment demand is being done in conjunction with a consulting firm and is expected to produce the first coordinated comprehensive enrollment demand projection for higher education in Maryland. Extensive historical data have been collected, key-punched and verified in the areas of Maryland population data, educational attainment data of adults in Maryland, elementary and secondary school enrollments, Maryland family income data, college enrollment data for Maryland, and post-high school plans of seniors in Maryland schools data. The total source data represents approximately 4,000,000 single elements. These demographic, economic, social, and educational variables are being analyzed using mathematical and computer techniques for the purpose of making enrollment demand projections by level of education, and geographic area for the State. New data will be utilized when they become available each year in order to keep the model projection twelve years ahead. The model will also be flexible enough to allow addition of variables as they begin to affect enrollments.

INSTITUTIONAL LONG-RANGE PLANNING

The other component of the study is being carried out by the Council's staff. Briefly, each institution is being asked to make an in-depth study of what it is today, how it came to its present state, and where it hopes to go in the future. The staff will ask each institution to augment the Higher Education General Information Survey by reporting its plans for development, as they relate to students, faculty, programs and facilities, in a way that will permit comparability among the institutions.

When the plans are received they will be reviewed with particular emphasis on whether the institutions are adequately and efficiently satisfying the needs of the State and are in accord with the State's Master Plan. Because of the demands the necessary data and information requests made on the institution, it is anticipated that all information will not be available to the staff before the summer of 1968.

To help the administrators of the institutions and those they delegated to conduct the long-range study on their campuses, the Council sponsored a meeting at Catonsville Community College on July 26, 1967, and a Workshop on Institutional Long Range Planning on October 2 and 3, 1967. The initial meeting introduced the Presidents and Deans to the scope of the Study, and the workshops gave those who will be directly involved in the planning the opportunity to discuss relevant problems and concepts. Following that Workshop, a detailed list of factors to be considered in long-range planning was circulated to the colleges, and early in 1968 the report forms will be given to the institutional planners and individual meetings will be held with them to assist them, where needed, in the carrying out of the institutional research necessary to make the reports meaningful.

Once these reports are collected and reviewed in light of the Master Plan, the Council will have much of the information necessary to plan for the orderly growth of higher education in the State. In particular, it will have the facts required to coordinate the expenditure of State funds for higher educational facilities in the way that will best serve the needs of Maryland and its citizens.

CHAPTER VII

DEVELOPMENT OF MODELS FOR HIGHER EDUCATION PLANNING

Two advanced tools designed for and by industry have in recent years been adopted and adapted to assist educators in the solution of their increasingly complex problems. These tools are systems analysis and model building. The systems analyst looks at an existing system, identifies the factors that go into its operation, and expresses their working relationships by mathematical formulae. Then, manipulating the factors - strengthening one, weakening another, sometimes bringing in a new one - he studies the effects of these changes on the system, seeing what they mean in terms of output, in terms of costs, and in terms of other relevant criteria. He is then able to make recommendations affecting the future of the system, recommendations that have bearing upon efficiency and effectiveness. The totality of mathematical formulae used to express the relationships between the contributing factors is called a model, and in many cases, the analyst seeks to optimize the output of the model with respect to one of its factors.

ENROLLMENT DEMAND MODEL

In order to increase its effectiveness in coordination and in planning, the Council this year contracted for the development of two models which have bearing on higher education in Maryland. One is the development of an enrollment demand model to project by region, by sex, and by type of institution the demands for higher education in Maryland. This is being done by a management consultant firm using data provided in part by the State Department of Education and the State Department of Health, Division of Bio-Statistics. With this model the Council has the means to project annually for a 12 year period the demands for higher education within the State.

FACULTY SALARY MODEL

The second model enables the Council to study faculty development in institutions of higher education. Starting with the current situation in a given institution or a group of institutions, the model enables the Council to see how salary increments, modifications of rank distribution patterns, and alterations in the student-faculty ratio would affect the growth of the budget and the staff of the institution. This model is of additional interest since it was designed for use on a time-sharing, conversational-model computer which enables the researcher to see immediately the result of any decision or change of decision he might make.

Both models were developed for use on a computer and the facilities of the Maryland State Colleges Information Center at Towson State College gives the Council the ability to use the models for the investigation of the effect of relevant decisions on the University, the State Colleges, and the Community Colleges or on an entire segment of the tri-partite system. However, computational hardware at Towson is such that a substantial time lag exists between requests for a "run" (one application of the model with a given set of assumptions) and its output. In the development stages of any model and the repeated application of others, this time lag seriously handicaps the research of the Council for it must wait to see the results of one set of assumptions before he can proceed with his work. Participation in a time-sharing arrangement which puts immediate access to and response from a computer at the analyst's fingertips removes this handicap, for this newer methodology enables the Council to refine continuously its decisions in working toward an optimal set of circumstances. It is hoped that the Council will be able to have access to this type of facility, so that it can better serve the State and the individual institutions in the coordination of their future plans.

CHAPTER VIII

STUDY OF LIBRARY FACILITIES, SERVICES AND COORDINATION

In the Spring of 1966, the Advisory Council sought the cooperation and assistance of the personnel of all major library facilities in the State in the planning of a comprehensive higher education library study. The first meeting of the ad hoc Library Committee, broadly representative of the higher education libraries of the State, both public and private, was held on Thursday, May 26, 1966.

The study, carried on by a library consultant firm, began in November, 1966 and was completed by the end of February, 1967. The Report of findings and recommendations was presented by the consultants to the Library Committee on March 29, 1967.

As indicated in the Report, copies of which were made available to all interested parties and are still available upon request from the Council, the main thrust of the investigation was directed toward all the public four-year institutions, but a sampling of two-year public colleges and independent four-year institutions was included. Administrators of various State agencies and staff members of non-academic libraries also contributed to the study.

COMMITTEE RECOMMENDATIONS TO THE COUNCIL

The recommendations proposed in the Report were presented to and analyzed by the Library Committee. The Library Committee, in turn, presented its recommendations to the Advisory Council for consideration. The Council, as a result of its own deliberations accepted the general recommendations of the Committee Report with one major modification. This modification consisted of employing a professional librarian for one year, rather than to add a full-time librarian to its staff.

The Committee's recommendations are presented here in summary form:

General Recommendations:

1. An outstanding professional librarian should be engaged at the earliest possible time as a full-time permanent staff member of the Advisory Council for Higher Education.
2. In making recommendations for new programs at the State institutions, the Council should make certain that appropriate plans have been made and that sufficient funds have been allocated to acquire library resources necessary for adequate support.

3. A union list of special collections should be developed.
4. Present Maryland law relative to disposal of State property should be reviewed and if necessary amended in order to facilitate orderly and regular weeding of library materials at State supported institutions.
5. The Advisory Council should invite librarians from the publicly supported institutions to participate in the development of formulas for staffing patterns in State institution libraries.
6. The Advisory Council should not at this time attempt to develop a sophisticated communication network among the various institutions of higher education beyond those inherent in the developing computer center at Towson.

Committee Recommendations for Further Studies:

1. Institutional self-surveys of each of the four-year State colleges and two-year colleges should be made providing basic information on:
 - a. Adequacy of the collections.
 - b. Usable monographs.
 - c. Periodical subscriptions and needs.
 - d. Statement of acquisitions policy and plans for next five years.
 - e. Statement of means to be used to assure orderly growth and balance of the collection.
 - f. Organizational structure and staffing needs in terms of job descriptions.
 - g. Statement of discard policy.
2. Computer applications studies.
 - a. Of the methodology and cost of computer applications to certain aspects of technical processing.
 - b. To determine desirability of computer applications to circulation control.
3. Study of automated services for University of Maryland branches to determine whether Maryland State College and the University of Maryland Baltimore Campus should tie in to the main campus computer installation or be included in the plans for the computer center at Towson.
4. Physical processing study to determine the feasibility of establishing a centralized system for those aspects of processing which cannot be performed by computer.
5. Classification of materials study to determine whether all State college libraries should convert to the Library of Congress classification system and what would be the costs of such conversion.
6. Study of the adequacy of developmental plans for new or expanded library facilities.

7. Commuter student library needs study to determine the need for and feasibility of providing in-town library facilities for the increasingly large number of students who commute from Baltimore to nearby institutions of higher education.

The Report suggested that top priority be given to studies No. 1, 2, 5 and 6.

THE COUNCIL'S FOLLOW-UP ON THE STUDY

The Advisory Council, at its meeting in April and May of 1967 reviewed the Report in the light of the Library Committee's endorsement. The Council believes that benefits from the study will be realized only if steps are taken to follow-up on what is recommended in the Report. To this end, the Council:

1. Sent copies of the Report to every higher educational institution and every interested agency in the State.
2. Requested the institutions to advise the Council of their own plans for implementing the recommendations of the Report. to plan now for the making of their own self-survey in accordance with the outline suggested by the consultants and anticipating consultant assistance provided under Council auspices, and to inform the Council as to how they thought it could best help to further promote the implementation of the Report.
3. Requested, in its budget for fiscal 1968, funds to engage the services of a professional librarian as part of the Council's staff for one year to work as special consultant with the higher educational institutions to implement the recommendations and further studies outlined in the Report.

CHAPTER IX

THE MEDICAL MANPOWER STUDY

The Advisory Council for Higher Education will present to the Governor, the Legislature and the citizens of Maryland early in 1968 its recommendations concerning the need for facilities to meet the demands in medical manpower projected to the 1980's. These recommendations will reflect the consideration which has been given by the Council to this and related problems for several years and the findings of the most recent study which has consumed approximately six months.

THE BACKGROUND OF THE STUDY

The Maryland General Assembly directed through a Joint Resolution that the Council explore the "advisability and feasibility of establishing an additional branch of the University of Maryland School of Medicine at the College Park Campus, in association with the Prince Georges General Hospital."

A sub-committee of the Council's Committee on Role and Scope was assigned the responsibility of investigating the matter. It studied the reports on the general subject which had been prepared by the Maryland State Planning Commission, the responses by the University of Maryland, and the report of the sub-committee on the Expansion of Medical School Facilities of the Planning Council for the Board of Health and Mental Hygiene approved by the Board of Health and Mental Hygiene on December 18, 1964. Data on current enrollment at that time were requested from the University of Maryland and the Johns Hopkins University Medical School; the institutions also supplied evaluations with respect to the adequacy of existing facilities for meeting physician manpower needs through 1975 and of the lead time required for the establishment of new medical education facilities. The Advisory Council concluded that an additional study should be projected to meet the demands of the 1980's. As the preliminary steps were taken by the Council to embark upon the study, the Governor's office urged the Council to broaden the scope of the study to include nursing and paramedical training as well.

FORMATION OF AN AD HOC

MEDICAL MANPOWER STUDY COMMITTEE

The Council established an ad hoc Medical Manpower Study Committee of distinguished persons drawn from the academic, medical and health communities to direct the conduct of the new medical study. Representatives were selected from all segments of the tri-partite system of

higher education, health agency personnel on the State and local levels, State planning officials and representatives from the State Department of Education. The committee membership is included in the first portion of this Annual Report. Guidance was given by Dr. Joseph F. Volker, Vice-Chairman of the National Advisory Council for the Education of Health Professions, and the committee formulated plans and defined parameters for the study at its meetings in the fall of 1966 and the spring of 1967.

SELECTION OF THE MEDICAL MANPOWER CONSULTANTS TEAM

Dr. Lowell T. Coggeshall, Vice-President of the University of Chicago and former Dean of the University of Chicago Medical School, was chosen to direct the study. He selected as the Associate Director Dr. Timothy D. Baker, Assistant Dean of the Johns Hopkins School of Hygiene and Public Health and Professor of International Health. Two additional staff members were designated by Dr. Coggeshall: Dr. James E. Cassidy and Dr. Jean D. Galkin. Specific areas of responsibility designated to staff members were as follows: Dr. Baker, physician manpower; Dr. Cassidy, dental manpower; and Dr. Galkin, personnel in the field of nursing.

PRESENTATION OF THE MEDICAL MANPOWER STUDY REPORT

In December, the consultants presented preliminary reports of their findings to the Council, the Committee and interested Legislators on December 13 and 14, 1967. The Committee is reviewing the report as submitted by the study team and will prepare recommendations to be forwarded to the Council. The Council will take into consideration the consultants' report and the Committee's recommendations, and will prepare its recommendations for presentation to the Governor, the Legislature and the citizens of the State of Maryland.

CHAPTER X

PROGRAMS

Programs in higher education constitute a principal focus in the central task of meeting the post-secondary occupational needs of the citizens of the State. Implicit in all planning for facilities is the basic question of what programs should be provided. The Council's statutory responsibilities specify that the functions of the Council shall include "investigation of the needs throughout the State for undergraduate, graduate and adult education, for professional and technical training..., and presentation of plans and recommendations for the establishment and location of new programs." The Council through its Committee on Role and Scope, has addressed itself to basic problems in the area of programs giving, considering, to such questions as the following:

- The excellence of programs
- The diversity and flexibility of programs
- The adequacy of programs in relation to needs
- The support of higher education programs
- The availability of appropriate programs
- The relationship between institutional role and scope and programs offered by institutions
- The articulation of the programs among the segments of higher education
- The procedures for the initiation of new programs
- The development of proposals for new programs
- The possibilities in inter-institutional cooperation in the presentation of programs
- The development of programs so as to meet the needs in areas such as teacher training, vocational and technical education, pre-professional programs
- The avoidance of unnecessary duplication of programs, and
- The desirability that each institution of higher education develop particular competence in one or more specialized program areas.

All of the items mentioned above are essential elements of the total frame of reference applicable to the making of decisions about higher education programs in the State of Maryland.

STEPS DEVELOPED FOR THE PROCESSING OF NEW PROGRAM REQUESTS

The Council saw the need for an inventory of programs available and programs projected in higher education in order to proceed intelligently with the development of a Master Plan. Previous reference to this inventory was made in the 1967 Annual Report as follows:

"A technical committee, consisting of representatives of public and non-public degree-granting institutions, has been formed to conduct an inventory of the post-secondary programs in Maryland. The technical committee has initiated its work with the assistance of Dr. Allan Tucker, Vice-Chancellor for Academic Affairs of the University System of Florida, who has experience in this area of inquiry. The first stage of the inventory will be a detailed survey of all existing and planned curricula leading toward a degree or certificate.

"Future stages of the inventory will attempt to refine and expand these initial data by obtaining such additional information as may be required. These advanced data will be of value not only to the Council, but also to State officials and individual institutions as they consider how best to plan the allocation of their resources and facilities. Furthermore, a complete inventory of higher education programs will assist high school counselors by apprising them as to what technical and academic opportunities are available to students in Maryland."¹

Plans have been made for the publication of the data on hand in a form suitable for use by high school counselors and others in their work with high school seniors. The data will also be used in the process of reaching decisions with respect to needed facilities and their locations, support of programs, and other considerations pertinent to the maintenance of standards of excellence in higher education in the State of Maryland.

The second step in the development of procedures for processing new programs was that of the creation of an Instrument for Developing a Proposal for a New Program. A copy of this Instrument was included in the Council's 1967 Annual Report. The use of the instrument during the past year by Coppin, Morgan and Towson State College has demonstrated its general adequacy for the purpose for which it was designed. Refinements will be made in the instrument whenever experience with it clarifies the need for modification.

The third step was that of the development of a procedure for the review of program requests. All new programs submitted to the Council for its recommendations are presented to its Committee on Role and Scope. Whenever necessary, recognized authorities will be called upon for assistance in evaluating the program proposed, taking into considera-

¹State of Maryland, Advisory Council for Higher Education, Report to His Excellency, The Governor and the General Assembly of the State of Maryland, January 1967, pp. 13-1 and 2

tion the items listed in the first paragraph of this Chapter. The Council will then prepare its recommendations and so notify the institutions through their respective Governing Boards. All recommendations will be made in the light of the basic considerations pertinent to the development of a Master Plan for higher education in the State.

SOME PROBLEMS RELATED TO PROGRAM DEVELOPMENT

Two major problems have been confronted by the Council in dealing with proposed new programs. The first of these is the difficulty experienced in instances when data on new programs are submitted in a variety of forms. Institutions which do not employ the Instrument for Developing a Proposal for a New Program make it difficult for the Council to arrive at recommendations because of the lack of comparable data. The second problem is that of the need for additional lead time for the thorough examination of the proposed new program in the light of the priorities established within the Master Plan. A lead time of three to six months would increase the efficiency of the Council's efforts.

The institutions of higher education have demonstrated a spirit of cooperation with the Council, and it is anticipated that as the communication channels between the Council and the institutions and their Governing Boards are improved significant progress toward the attainment of the objectives of the Master Plan will be achieved.

CHAPTER XI

HIGHER EDUCATION INFORMATION

Cooperation in the acquisition of educational data is essential to effective and efficient planning and coordination for higher education in Maryland. The need for sound educational data for administrative and analytical purposes grows on a daily basis. The multiplicity of requests for data by the State and Federal Governments, other institutions, and associations, creates serious problems for institutional administrators that try to meet these requests. Repetitive requests for information by many agencies and organizations result in a large duplication of effort and the waste of valuable human resources. Inconsistencies in reporting the same material on different forms, at different times, to different agencies, using dissimilar definitions of educational measures result in confusion for those requesting the information and often prevent the publication of data.

The Advisory Council in cooperation with all public and private institutions of higher education in Maryland and the U. S. Office of Education has centralized the collection and distribution of a large amount of college statistical data within the State. Acting as a liaison between the Office of Education and the public and private institutions in Maryland, the Council has and will continue to provide local assistance to institutions in filling out their Higher Education General Information Survey (HEGIS) forms. In providing this vital communications link, the Council has facilitated the two-way flow of educational data between Maryland and the Federal Government and at the same time provided the State and its institutions data that are compatible with that found in the U. S. Office of Education Publications. Data contained in the HEGIS survey, include, among other things the following:

1. Institutional characteristics of colleges and universities, and post-secondary business, trade, technical and vocational schools;
2. Degrees and other formal awards;
3. Enrollment in third trimester, fourth quarter or summer session;
4. Opening fall enrollment;
5. Comprehensive report on enrollment;
6. Students enrolled for advanced degrees;
7. Upper level undergraduate enrollment;

8. Lower level undergraduate enrollment;
9. Employees in institutions of higher education;
10. Financial statistics of institutions of higher education;
11. College and university library resources and facilities;
12. Projections in higher education;
13. College and university physical facilities

In addition to the data collected in this HEGIS survey, the Council, as the result of other research studies, has compiled data never before available in the State. Once this information is organized into a data bank with flexible retrieval capabilities, those concerned with institution, segment-wide, and Statewide planning will have, for the first time, a pool of data available to them concerning the developments of all segments of higher education in the State.

Contributing to this data bank are the cooperative annual survey of the Post-High School Plans of Seniors in Maryland Schools (see Chapter V), the enrollment projection model (see Chapter XII), the Council's long-range institutional facilities study (see Chapter VI), a program inventory (see Chapter X) and population data.

This data bank will provide a long needed additional basis for analysis and decision making in the State's system of higher education. Plans are being formulated for the periodic publication of basic facts.

CHAPTER XII

OTHER COUNCIL ACTIVITIES

COMMUNITY COLLEGE – SIXTEENTH SENATORIAL DISTRICT

The 1967 Maryland General Assembly requested through Senate Resolution #7 that the Advisory Council assist a committee to "study and evaluate the need for a regional community college for the high school graduates of the counties of Dorchester, Wicomico, Somerset, and Worcester." The Council prepared materials and initiated the first committee meeting to which representatives from the four counties were invited. This meeting was held at Ocean City, Maryland on August 21, 1967, at which the group elected Mr. Frank H. Morris of Salisbury as chairman. Subsequent meetings of the group were held and it was decided to have the Wye Institute supervise and direct a survey of the feasibility of establishing a community college. The further course of the study will be determined by the Committee on receipt of a cost estimate for the study from the Wye Institute. The Council will offer such further assistance and data as requested by the Committee.

AUTONOMY AND THE COORDINATION OF PUBLIC HIGHER EDUCATION IN MARYLAND

The Council studied the issues involved and presented a brochure Constitutional Autonomy and The Coordination of Public Higher Education In Maryland, for consideration by the Maryland Constitutional Convention delegates. In it the Council's stated position on constitutional autonomy for the public institutions of higher education in Maryland, as follows:

1. The proposed sections of the Constitution concerned with education should include only the broad concepts necessary to provide such public higher educational institutions as may be desirable for the intellectual, cultural, and occupational development of the people of the State and guarantee unquestioned freedom of speech and inquiry.
2. All public institutions of higher learning should be treated similarly in the State Constitution.
3. To be consistent with the nature and purpose of a State's fundamental document, the Constitution should not freeze or formalize any specific administrative procedure practice or arrangement with respect to higher education.

4. Any provision for the management of a public institution of higher learning should be "in accordance with law." It should provide only for the "power of internal management" so that each institution or segment of public higher education shall operate in accordance with its own role within the State's total system of public higher education.
5. The authority for planning and coordinating the overall growth and development of higher education should be reserved to Statewide agencies designated for that purpose.

SENATE RESOLUTION #36

Senate Resolution #36 of the 1967 General Assembly called for a study by the Legislative Council of the possibility of merging Maryland State College and Salisbury State College as the "Eastern Branch of the University of Maryland." The Legislative Council Budget and Finance Committee on May 24, 1967 requested the Council's position on the resolution.

A sub-committee of the Council reviewed published reports and met with representatives of the Board of Trustees of the State Colleges, the Board of Regents of the University of Maryland, and the Presidents of the two colleges and the University.

The Council stated its position that "at this time it would be in the best interests of Maryland Higher Education to retain the present relationship between the University of Maryland and Maryland State College and for Salisbury State College to continue as a component of the State College system." In its recommendations the Council noted that "the Board of Regents and Administration of the University of Maryland have indicated their awareness of the problems at Maryland State College and are planning increased emphasis towards improvement of the facilities and the scholastic program there."

MAILING LIST

The Advisory Council has a responsibility to "provide for a channel of communication to and from public officials and the citizens of Maryland about higher education in the State." In order to make more effective the process by which the Council meets this responsibility, a mailing list using data processing techniques has been developed. Included in this list of more than 3,000 names are members of the General Assembly, industrial representatives, county officials, educators, other public officials, special interest groups, and interested citizens of Maryland. Though still in a developmental stage, this listing with its variety of sorting techniques has demonstrated its ability to save both time and money by providing lists of mailing labels and addressed post cards in a short period of time with efficiency and a minimum of human effort.

AUXILIARY FACILITIES FINANCING

The Board of Trustees of the State Colleges in January 1967, presented to the Advisory Council and the Legislative Council a report entitled "Revenue Bond Financing Auxiliary Services Facilities Construction at the State Colleges." The report basically calls for the State to pay the "indirect operating expenses" of the auxiliary facilities and for the students to pay the "direct operating expenses."

The Council referred the report to its data committee on institutional facilities which met, discussed the issues, and reached no firm decision.

The Council was informed that the Governor's office was in the process of studying alternative ways of financing auxiliary services. Subsequently the Governor's Program Executive for Education, called two meetings with representatives from the University, the State Colleges, the State Department of Education, and the Advisory Council to discuss possible improvements in the financing of higher education auxiliary facilities in Maryland. No recommendations for change have been made by this group.

FOR YOUR INFORMATION (F.Y.I.)

In order to keep the citizens and officials of Maryland informed as to what is happening and being planned in the Maryland Advisory Council for Higher Education, a new channel of communication was created at the recommendation of the Council's Community Viewpoint Committee. This new channel is a one page publication entitled "For Your Information", in which the Council releases information to the citizens and officials of Maryland. Planned as an irregular publication "For Your Information" reports, briefly and to the point, Council activities, plans, studies and completed research. Persons desiring copies of "FYI" should contact the Council for addition to its mailing list.

MANPOWER STUDY

A Manpower Study is critical in planning for the effective growth of Maryland - both educationally and economically. A coordinated approach holds the greatest potential for the acquisition of the kinds of data which are essential for achieving maximum value from such a study.

For this purpose the Council during the past year brought together a number of interested groups including:

The Chamber of Commerce

The State Planning Department

The Division of Vocational Education of the
State Department of Education

The Department of Employment Security

There was, in addition, an exploration of the possible uses of the data which had been gathered for other purposes by other groups. The available information was thought not to be adequate for the kind of education-oriented study needed by the Council.

The Council as part of its responsibility for higher education program planning will continue to explore the possibility of a coordinated approach to Manpower Study in the State of Maryland.

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